



STATE BOARD MEETING AGENDA

State Board Office: 1300 Quince Street SE, Olympia, WA
4th Floor // Cascade Conference Rooms

Study Session: Wednesday, January 31, 2024 // 1 p.m. to 5:05 p.m.
Regular Business Meeting: Thursday, February 1, 2024 // 8:30 a.m. to 12:30 p.m.

Board Members

Chelsea Mason-Placek, Chair // Martin Valadez, Vice Chair // Phyllis Gutiérrez Kenney // Mack Hogans // Ben Bagherpour // Fred Whang // Jay Reich // Crystal Donner // Kady Titus

Paul Francis, Executive Director // Julie Walter, Executive Assistant

Statutory Authority: Laws of 1991, Chapter 28B.50 Revised Code of Washington

January 31 Study Session

Time	Item	Location/Activity
1 p.m.	Welcome and Board Member Introductions Chelsea Mason-Placek, Chair	
1:10 p.m.	Land and Labor Acknowledgement Jay Reich, Board Member	
1:15 p.m.	Strategic Action Plan Review and Community Roundtable Discussion	Tab 1 (Discussion)
2:45 p.m.	Break	
3 p.m.	Discussion on Campus Safety and Security Laura McDowell, Communications Director Rocky Vernola, Director for Safety and Security, Whatcom Community College, and Safety, Security, and Emergency Management Council (SSEMC) Chair	Tab 2 (Discussion)
3:30 p.m.	Allocation Model 101 Stephanie Winner, Operating Budget Director	Tab 3 (Discussion)
4:15 p.m.	Update on the Major Project Prioritization Review Darrell Jennings, Capital Budget Director	Tab 4 (Discussion)
4:35 p.m.	Baccalaureate Degree Quarterly Update and Statements of Need Presentation Valerie Sundby, Director, Transfer Education <ul style="list-style-type: none"> a. Shoreline Community College and Everett Community College: Bachelor of Science in Computer Science b. Olympic College: Bachelor of Science in Computer Science c. Clover Park Technical College: Bachelor of Science in Computer Science and Cyber-Physical Software Engineering 	Tab 5 (Discussion)
5:05 p.m.	Adjournment	
5:30 p.m.	Dinner For State Board Members, Staff, and Invited Guests	River's Edge 4611 Tumwater Valley Dr SE Tumwater, WA 98501

February 1 Regular Business Meeting

Time	Item	Location/Activity
8:30 a.m.	Welcome and Introductions	
8:35 a.m.	Establish a Quorum and Adopt Meeting Agenda Chelsea Mason-Placek, Chair	(Action)
8:37 a.m.	Approval of Consent Agenda	Tab 6 (Action)
	a. Bellevue College: Bachelor of Applied Science in Radiation Therapy Resolution 24-02-01	
	b. Clark College: Bachelor of Science in Computer Science Resolution 24-02-02	
	c. Green River College: Bachelor of Applied Science in Accounting Resolution 24-02-03	
	d. Peninsula College: Bachelor of Applied Science in Teacher Education Resolution 24-02-04	
	e. Bellevue College: Local Capital Expenditure Authority for the Center for Transdisciplinary Learning and Innovation Project Resolution 24-02-05	
	f. Clark College: Local Capital Expenditure Authority for Installation of Utility Meters on Campus Buildings in Compliance with Clean Buildings Act Resolution 24-02-06	
	g. Renton Technical College: Local Capital Expenditure Authority to Create a Multicultural Center in Building D Resolution 24-02-07	
	h. Highline College: Local Capital Expenditure Authority for Building 29 Chiller Replacement Resolution 24-02-08	
	i. Columbia Basin College: Local Capital Expenditure Authority Increase for North HUB Parking Lot Repairs Resolution 24-02-09	
	j. Contract for Software Licensing and Implementation Services Resolution 24-02-10	
	k. SBCTC Meeting Minutes, October 19, 2023	
	l. SBCTC Meeting Minutes, December 7, 2023	
8:40 a.m.	Public Comment	
8:50 a.m.	Review of the Governor's 2024 Supplemental Budget Proposals Darrell Jennings, Capital Budget Director Stephanie Winner, Operating Budget Director	Tab 7 (Discussion)
9:05 a.m.	Update on the 2024 Legislative Session Arlen Harris, Legislative Director	Tab 8 (Discussion)
9:30 a.m.	Washington Equity in Leadership Systems (WELS) Institute Update Rod Smith, Director of Leadership Development	Tab 9 (Discussion)
10:10 a.m.	Break	
10:20 a.m.	FAFSA Update Yokiko Hayashi-Saguil, Student Services Policy Associate	Tab 10 (Discussion)

Time	Item	Location/Activity
10:45 a.m.	Consideration of 2024-25 Tuition and Fee Schedule Resolution 24-02-11 Stephanie Winner, Operating Budget Director	Tab 11 (Action)
11:05 a.m.	ACT Report Pat Shuman, ACT President	
11:15 a.m.	WACTC Report Tim Stokes, WACTC President	
11:25 a.m.	System Unions Report	
11:35 a.m.	Executive Director Report Paul Francis, Executive Director	
11:45 a.m.	Board Discussion and Chair's Report <ul style="list-style-type: none"> a. Task Force/Committee Updates <ul style="list-style-type: none"> • Long-Term Strategic Advocacy and Communications Task Force • Strategic Action Plan Task Force • Bylaws Review Committee • Evaluation Committee • Nominating Committee 	
12:30 p.m.	Adjournment Next meeting: March 27-28, 2024 ~ Skagit Valley College, Mount Vernon	

Updated: 1/24/2024

EXECUTIVE SESSION: Under RCW 42.30.110, an Executive Session may be held. Action from the Executive Session may be taken, if necessary, as a result of items discussed in the Executive Session.

PLEASE NOTE: Times above are estimates only. The Board reserves the right to alter the order of the agenda. Reasonable accommodations will be made for persons with disabilities if requests are made at least seven days in advance. Efforts will be made to accommodate late requests. Please contact the Executive Director's Office at 360-704-4309.

STUDY SESSION

January 31, 2024

Tab 1

Strategic Action Plan Review and Community Roundtable Discussion

Brief Description

Higher education participation rates by recent high school graduates have been falling since 2013, with significant declines during the pandemic. As high school students graduate in the post-pandemic environment, they bring changing expectations of higher education, and concerns about the value of higher education are evident in national enrollment levels and research. The graduation rates for underserved and disadvantaged high school students has been increasing in Washington, and this potentially increases the need for colleges to have the staff, services, and resources to best support and retain these students.

How does this item link to the State Board's Strategic Plan?

This session is the first of a series of 'deep dives' into key priorities of the SBCTC Strategic plan. This session will focus on the enrollment of recent high school graduates. This topic addresses baselines, actions, and strategies for:

Focus Area: Equitable Student Success

Goal 1, Objective 1.1

Focus Area: Agile, Career-Relevant Learning

Goal 3, Objective 3.1

Focus Area: Institutional Financial Health

Goal 4, Objective 4.3

Background information and analysis

A recent study by the Washington Student Achievement Council (WSAC) highlighted concerns in the college-going rate of recent high school graduates.ⁱ While the number of high school graduates in Washington has been increasing (Washington ranks 10th in the nation in high school graduation rates, with 91.7%.ⁱⁱ), and the number of recent high school graduates enrolling in higher education within two years of graduation has also risen, the *percentage* of recent high school graduates pursuing higher education has fallen from 59% for the class of 2019 to 50% for the class of 2021. The pandemic certainly affected many graduates' plans for higher education, but there had been a slow decline in higher education participation for the last ten years. For the CTC sector, while 29% of high school graduates of 2013 attended CTCs, only 25% of the class of 2019 and 19% of the class of 2021 chose to enroll in a CTC.

Equity:

Washington's four-year high school graduation rates had been improving steadily over the last eight years to a high of 82.9% for the class of 2020, and remained steady despite the pandemic.ⁱⁱⁱ However, from 2019 to 2022 graduating classes, there are significant disparities by race and ethnicity. During the pandemic ("Gen P"), the greatest gains in graduation rate were by historically underserved students of color, while Asian and White student populations saw a decrease in graduation rates. This compares to the changes in enrollment trends for the Washington CTCs during the pandemic, where enrollment drops were highest for Asian and White students. However, the decline in the higher education participation *rate* of the graduating classes of 2019 to 2021 has been steepest for Hispanic or LatinX students.

Students facing economic or other disadvantages also graduate high school at rates below the state average, although these groups have also seen significant progression in recent years despite the pandemic. This may be that remote learning increased accessibility of high school education for some of these students. Students in foster care and students with housing insecurity have the lowest graduation rates (53.3% and 60.9% respectively) and significantly higher dropout rates (27.4% and 25.5%)^{iv}

The improvement in graduation rates of historically underserved students of color and students with economic or other disadvantages is of significance for future CTC enrollments. Colleges may expect to see enrollment by students from these groups increase over future years. To best serve these students, colleges need to prepare for increasing need for financial and other supports, and expectations for colleges to provide safe, welcoming, and inclusive campuses and classrooms.

Enrollment growth:

While the number of high school graduates pursuing higher education has increased, the participation rate has fallen. Stemming the decline in CTC enrollment rate by recent high school graduates is an immediate priority. It will be essential to understand the expectations of higher education by high school students, respond to changing demands for technology and flexibility, and address concerns about the value of higher education and access to non-loan aid when students are making choices about their post-high school pathways.

High school graduates now are benefitting from improvements to remote and flexible learning in high school that began during the pandemic, and students now have several options to choose from in person, hybrid, and remote learning. Colleges may find incoming recent high school graduates expect the same flexibility from their college experience, particularly when serving students where access to a campus may be difficult. Communicating with current high school juniors and seniors, and understanding their expectations of CTCs, is being facilitated by a data sharing agreement with the Office of the Superintendent of Public Instruction (OSPI). This initiative will create opportunities for outreach direct to students, including in some under-represented areas such as students attending Alternative Learning Environment high schools, and very rural high schools.

Dual credit programs have been correlated with increasing postsecondary participation. However, for some programs, particularly Advanced Placement (AP), many of the high school students participating were already intending on attending a university. Programs like Running Start and College in the High School can create valuable connections between high school students and their local college, although again participants are often already planning to attend college or university.

Many Running Start students complete their Associate's Degree while still in high school and transfer directly to a university, never enrolling in their CTC as a high school graduate. Other programs, like Career and Technical Education (CTE) credit equivalency, are wide ranging but under-utilized for college credit.^v Most CTE programs do not include direct contact with a college or college faculty, so building those connections and sense of belonging need to be cultivated in other ways.

Washington has one of the highest levels of non-loan state aid, yet ranks 49th nationally for FAFSA completion. Of the graduating class of 2023, 51.8% had successfully completed had submitted their FAFSA by September 2023. Improving access to and utilization of available grant aid is being supported through innovations such as the Washington Student Achievement Council's (WSAC) financial aid portal and 24/7 financial aid information text service.

Retention, completion, and transfer:

Both 4-year institutions and CTCs have seen significant declines in first fall to second fall retention of recent high school graduates. For the 4-years, this represents a decline from peaks of 91% in 2005 to 2011, down to 84% for the graduating class of 2020. CTCs have seen a decline from a 69% peak in 2008 to 58% for the class of 2020. For both sectors, the pandemic was a significant factor, and it remains to be seen if both sectors can recover the retention of recent high school grads post-pandemic.

The first fall of a student's enrollment is critical to establishing the foundations and connections that lead to retention and completion. The graduating class of 2023 includes students that started high school during the pandemic. Some high school advisors have reported that students enrolled during the pandemic have concerns about postsecondary education, including feeling academically and socially unprepared, uncertain of the stability of employment in their pathway of choice, and concerned about incurring student loan debt.

Generally, current high school students are stating a preference for more in-person classes at college, having missed out on in-person high school experience during the pandemic. However, colleges are challenged with finding the balance of online, hybrid, and in person programming post pandemic to meet the needs of both new high school graduates and older adult learners. Regardless of modality, connection with faculty and staff is important for retaining students. For hybrid and remote learners, maximizing the potential of new technology to increase a sense of connection may be a priority.

Research by the University of Michigan showed that even before the pandemic, mental health of college students was a concern.^{vi} The study found that 39% of college students experienced depression, and 34% struggled with anxiety. In another report^{vii} of perceptions and concerns of 'Gen P' high school students in 2023, 22% of high school students reported feeling 'not mentally ready' for college, up from 14% in 2019. Mental health concerns were more prevalent among first generation (28% of first-generation students reported not feeling 'mentally ready for college' compared to 20% of non-first-generation students) and low-income students (21% compared to 18% of non-low-income students). Supporting and retaining these students will depend on expanding mental health support and maximizing trust and engagement in college staff and faculty.

Improving enrollment and retention of recent high school graduates, and ensuring equitable access to postsecondary education, is an important element of attaining the SBCTC strategic goals. The next few years of high school graduates will have very different needs and expectations from graduates

pre-pandemic. The discussion in this session will attempt to identify priorities for action; strategies for outreach to prospective students and support once they enroll; and resources, partnerships and collaborations that can work together for the success of high school graduates in system colleges and onward into post-transfer education or the workforce.

Recommendation/preferred result

Policy Manual Change Yes No

Prepared by: Summer Kenesson, Director, Policy Research
skenesson@sbctc.edu

i [2023.03.09.ResearchSpotlight.DirectEnrollment.pdf \(wa.gov\)](#)

ii [High School Graduation Rates by State 2024 \(worldpopulationreview.com\)](#)

iii [Public Performance Review \(wa.gov\)](#)

iv The remaining percentages include students still enrolled in high school up to year 7.

v [2023 Annual Report on Dual Credit | Washington State Education Research and Data Center](#)

vi [The Healthy Minds Study \(healthymindsnetwork.org\)](#)

vii [Recruiting Gen P](#), EAB, 2023

Tab 1



STRATEGIC ACTION PLAN REVIEW AND COMMUNITY ROUNDTABLE DISCUSSION

ENROLLMENT OF RECENT HIGH SCHOOL GRADUATES

Summer Kenesson, Director of Policy Research

January 31, 2024



WHERE ARE RECENT PUBLIC HIGH SCHOOL ENROLLMENTS COMING FROM?

- On average, 15% of Fall 2023 students enrolled at a CTC were recent public high school graduates
- Rates varied race/ethnicity with some student of color groups exceeding the average and others falling short
- School districts with the lowest enrollment rates included rural areas and affluent districts



PROPORTION OF RECENT PUBLIC HIGH SCHOOL GRADUATES ENROLLED AT A COMMUNITY OR TECHNICAL COLLEGE BY RACE/ETHNICITY

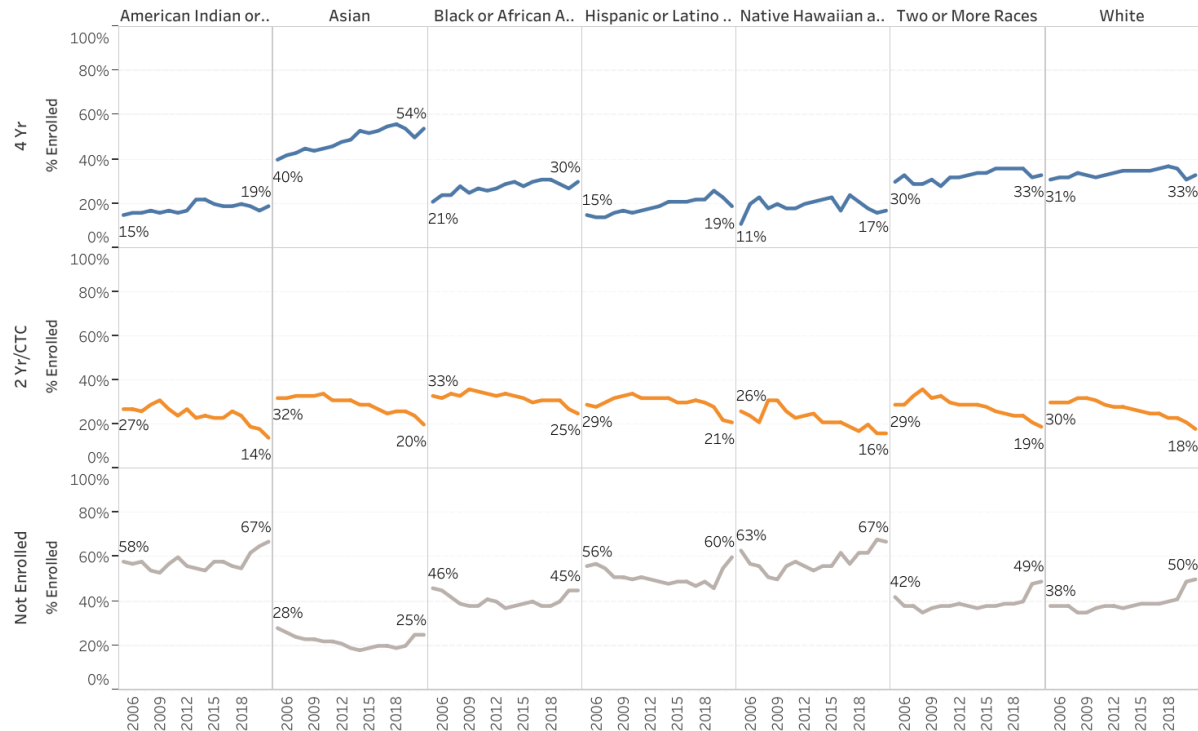
Race / Ethnicity	CTC Head Count	High School Graduates 2022-23	Enrollment Rate
American Indian/ Alaskan Native	88	760	12%
Asian	1,113	6,763	16%
Black/ African American	631	3,278	19%
Hispanic/ Latino of any race(s)	2,762	16,964	16%
Native Hawaiian/ Other Pacific Islander	67	892	8%
Not Reported	167		
Two or More Races	891	5,552	16%
White	4,805	37,118	13%
Grand Total	10,524	71,327	15%



TRENDS IN POSTSECONDARY ENROLLMENT OF RECENT HIGH SCHOOL GRADUATES BY RACE/ETHNICITY

What percent of graduates enrolled in college during the first year after graduation?

District: Statewide || School: Statewide



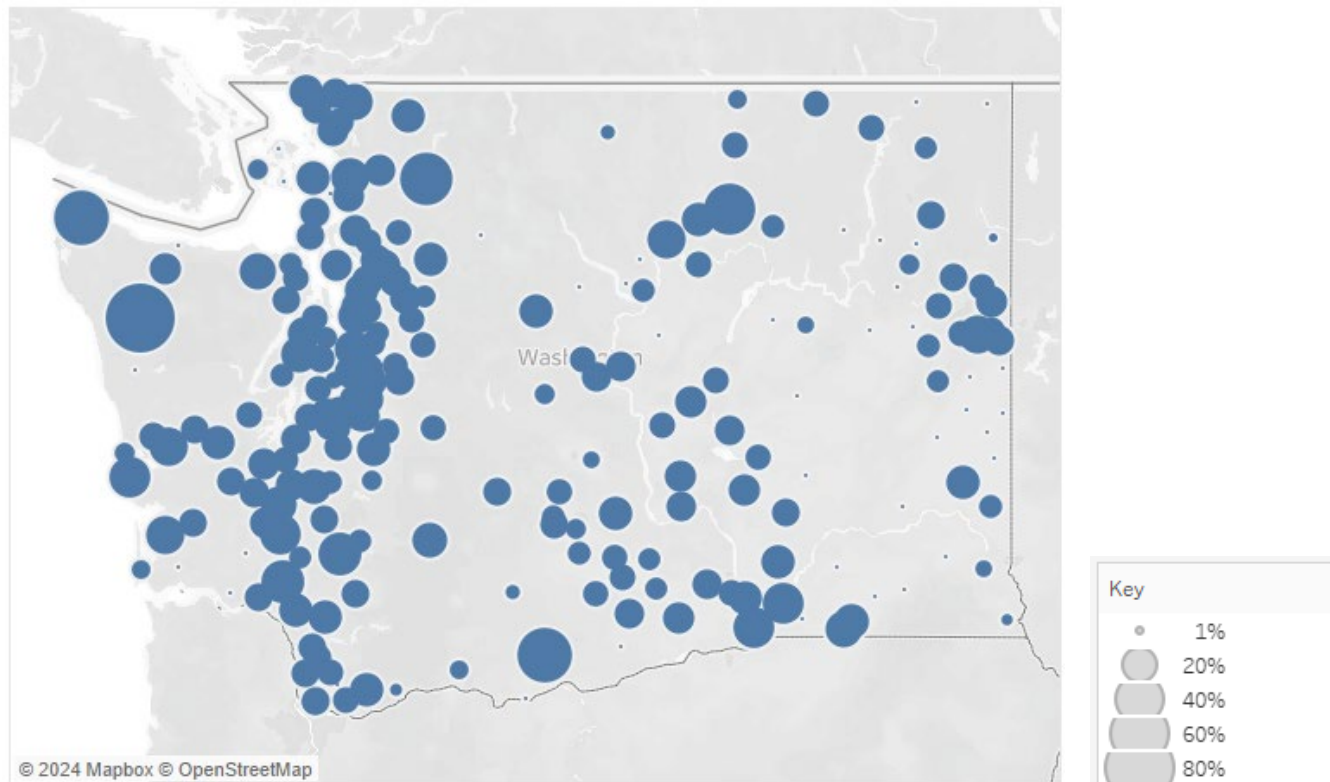


PROPORTION OF RECENT PUBLIC HIGH SCHOOL GRADUATES ENROLLED AT A COMMUNITY OR TECHNICAL COLLEGE BY SEX

Sex	CTC Head Count	HS Graduates	Enrollment Rate
Female	5,082	35,217	14%
Male	4,537	35,725	13%
Not Exclusively Male or Female	131	387	34%
Not Reported	774		
Grand Total	10,524	71,329	15%



PERCENT OF RECENT PUBLIC HIGH SCHOOL GRADUATES ENROLLED AT A CTC BY HIGH SCHOOL DISTRICT





COMMUNITY AND TECHNICAL COLLEGE ENROLLMENT RATES FOR RECENT PUBLIC HIGH SCHOOL GRADUATES - FALL 2023

The 10 public school districts with the highest number of high school graduates had CTC enrollment rates of 8% - 24% for recent high school graduates

School District Code	School District Name	CTC Head Count	Public HS Graduates	% Recent HS Grads Enrolled
17001	Seattle Public Schools	862	3,634	24%
17414	Lk Washington School Dist	174	2,074	8%
32081	Spokane School District	228	1,838	12%
06114	Evergreen School Dist (Clark)	228	1,706	13%
27010	Tacoma School District	214	1,698	13%
17417	Northshore School District	236	1,658	14%
17405	Bellevue School District	155	1,536	10%
27003	Puyallup School District	202	1,506	13%
17415	Kent School District	314	1,488	21%
17411	Issaquah School District	160	1,455	11%



COMMUNITY AND TECHNICAL COLLEGE ENROLLMENT RATES FOR RECENT PUBLIC HIGH SCHOOL GRADUATES - FALL 2023

The 10 public school districts with 100+ high school graduates and the lowest rates of enrollment by recent high School graduates

School District Code	School District Name	CTC Head Count	Public HS Graduates	% Recent HS Grads Enrolled
17402	Vashon Island School District	5	120	4%
02250	Clarkston School District	7	158	4%
17400	Mercer Island School District	20	369	5%
27404	Eatonville School District	7	104	7%
39007	Yakima School District	61	902	7%
31311	Sultan School District	8	108	7%
33115	Colville School District	8	108	7%
18303	Bainbridge Is School Dist	24	313	8%
39201	Sunnyside School District	35	453	8%
32360	Cheney School District	26	325	8%
39200	Grandview School District	18	225	8%



COMMUNITY AND TECHNICAL COLLEGE ENROLLMENT RATES FOR RECENT PUBLIC HIGH SCHOOL GRADUATES - FALL 2023

The 10 public school districts with the highest rates of enrollment by recent High School graduates

School District Code	School District Name	CTC Head Count	Public HS Graduates	% Recent HS Grads Enrolled
05402	Quillayute Valley School Dist	44	55	80%
20404	Goldendale School District	31	62	50%
05401	Cape Flattery School District	12	24	50%
29011	Concrete School District	6	13	46%
24019	Omak School District	44	100	44%
21206	Mossyrock School District	13	42	31%
08401	Castle Rock School District	25	86	29%
21014	Napavine School District	16	56	29%
03053	Finley School District	20	70	29%
14172	Ocosta School District	9	32	28%



CTCS WITH HIGHEST INCREASES IN ENROLLMENT OF RECENT HIGH SCHOOL STUDENTS

Change in headcount of recent high school students fall 2021 to fall 2022

Seattle South	15.2%
Lower Columbia	11.1%
Renton	10.4%
Bates	10.0%
Seattle North	9.1%
Tacoma	8.1%
Skagit Valley	5.5%
Centralia	5.2%
Edmonds	5.0%
Spokane CC	4.1%
System	-2.0%



CTCS WITH HIGHEST INCREASES IN ENROLLMENT OF HISTORICALLY UNDERSERVED RECENT HIGH SCHOOL STUDENTS OF COLOR

Change in headcount of historically underserved recent high school students of color, fall 2021 to fall 2022

Renton	44.1%
Bates	31.3%
Seattle South	26.4%
Tacoma	23.5%
Centralia	23.3%
Edmonds	21.6%
Seattle North	18.1%
Cascadia	16.4%
Lake Washington	16.4%
Lower Columbia	15.0%
System	5.8%

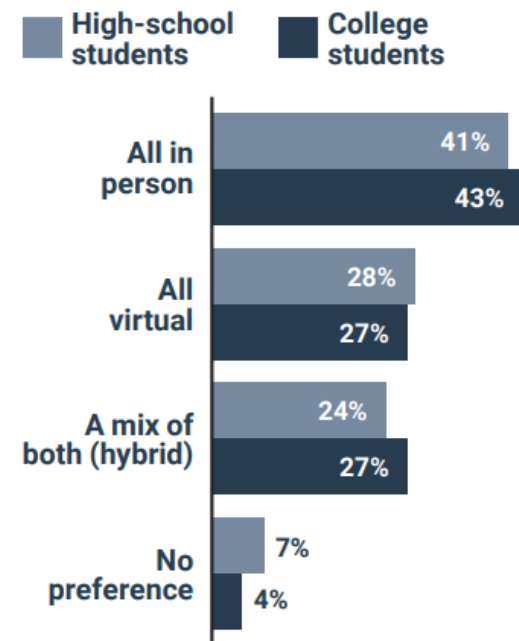


WHAT DO WE KNOW ABOUT HIGH SCHOOL STUDENT EXPECTATIONS?

National data in the Chronicle of Higher Education commissioned study of 801 high school and college students in 2021 show:

- In-person classes were most preferred by 41-43% of students
- 27-28% of student said they preferred online learning; higher, than similar surveys in the past
- More than 50% of students said they were taking virtual classes
- Only 12-14% of respondents were receiving in-person instruction when surveyed

Which is your most preferred format for taking classes?



Source: Chronicle/Harris Insights & Analytics survey of 801 high-school and college students.

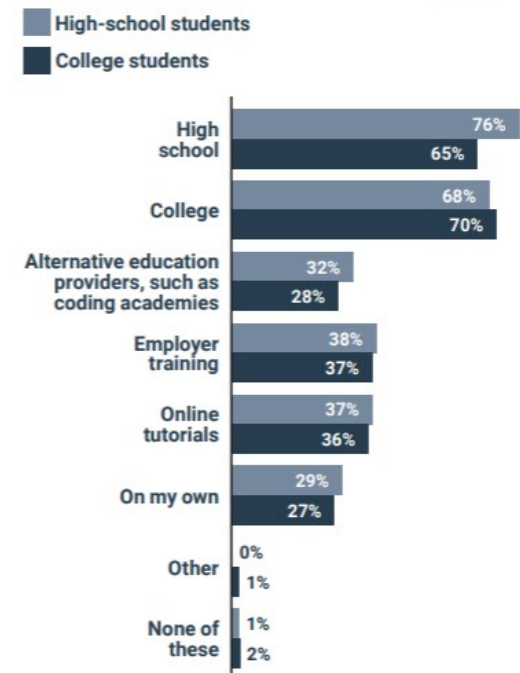


WHAT DO WE KNOW ABOUT HIGH SCHOOL STUDENT EXPECTATIONS?

National data also showed:

- Students expected colleges and high schools to teach them digital technology skills

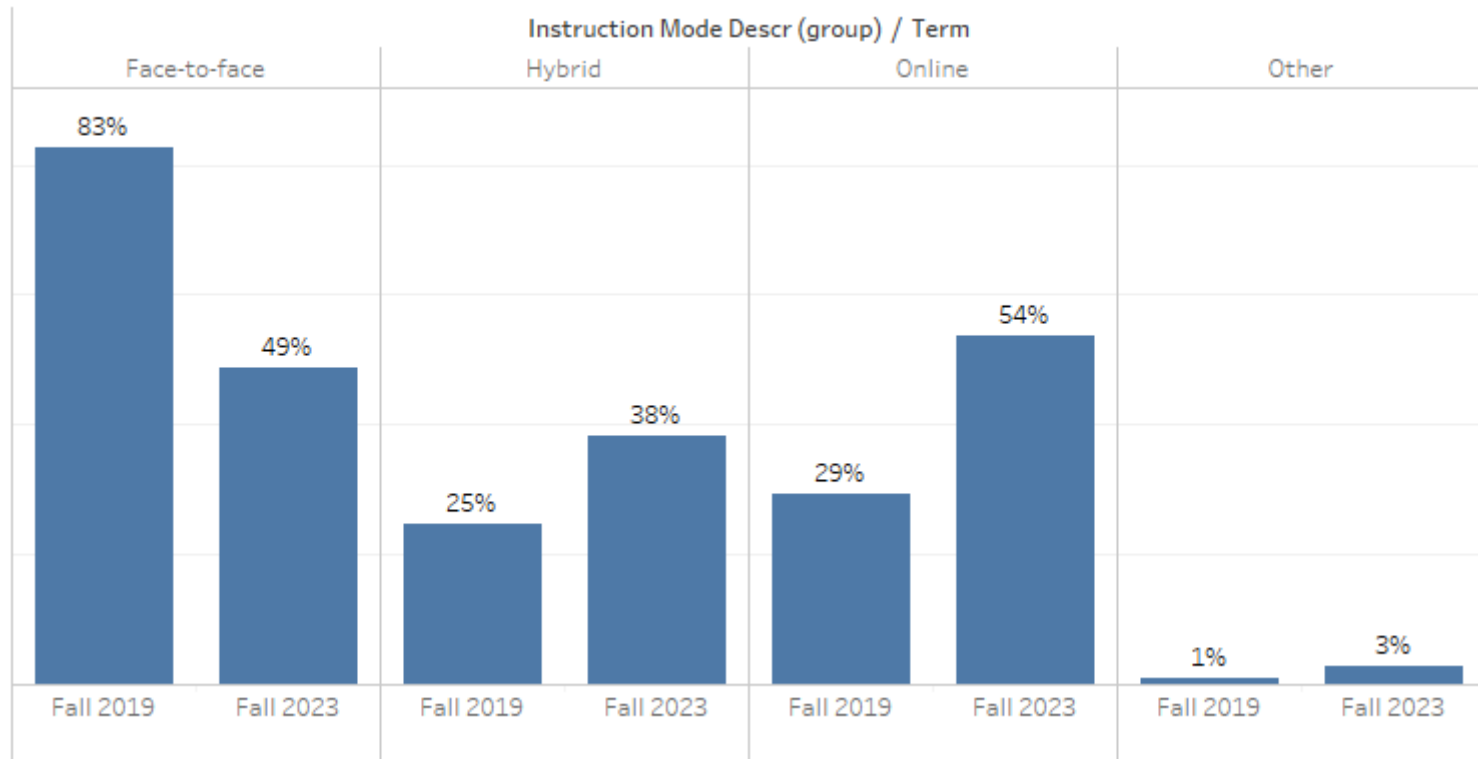
Where do you expect students to learn the digital-technology skills they will need in the future? Select all that apply.



Source: Chronicle/Harris Insights & Analytics survey of 801 high-school and college students.

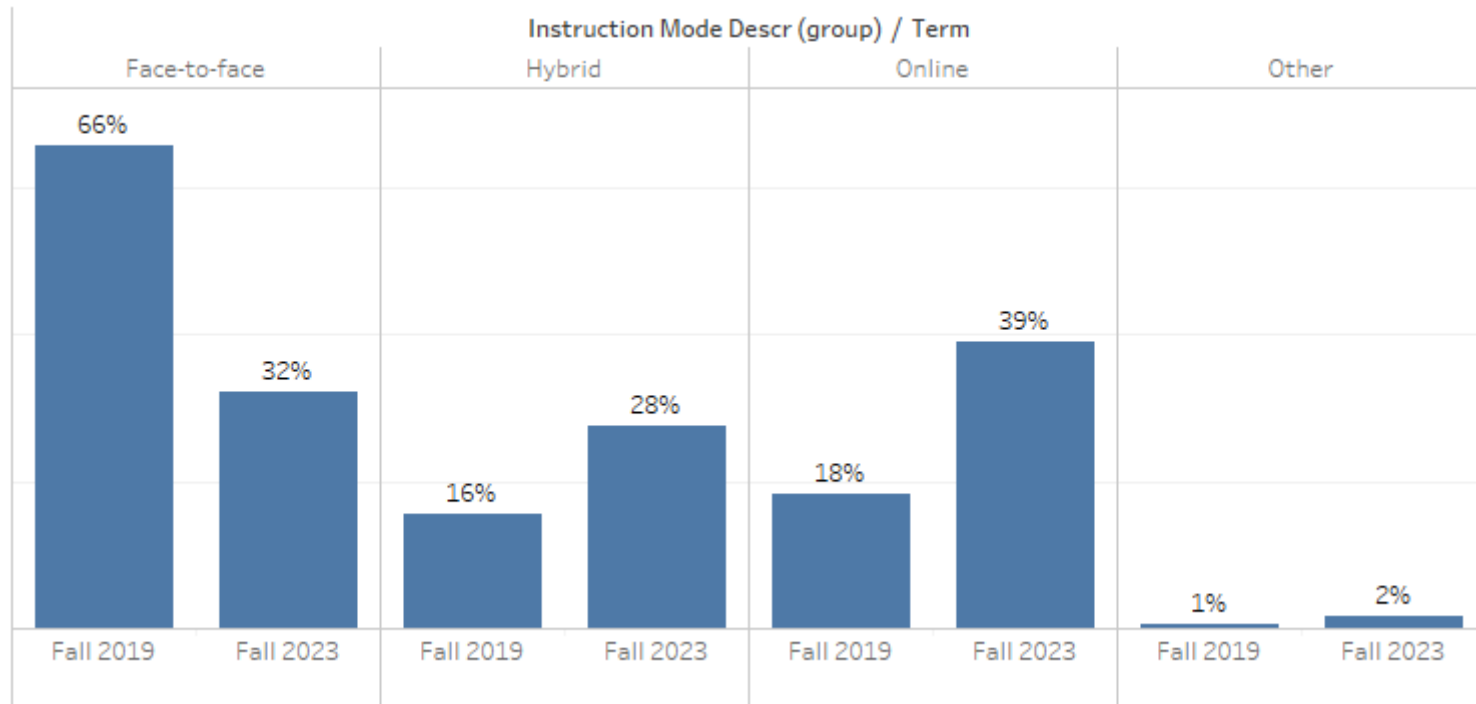


PERCENT OF STUDENTS ENROLLED BY INSTRUCTION MODE – FALL 2019 TO FALL 2023





PERCENT OF FULL TIME EQUIVALENT ENROLLMENT BY INSTRUCTION MODE – FALL2019 TO FALL 2023





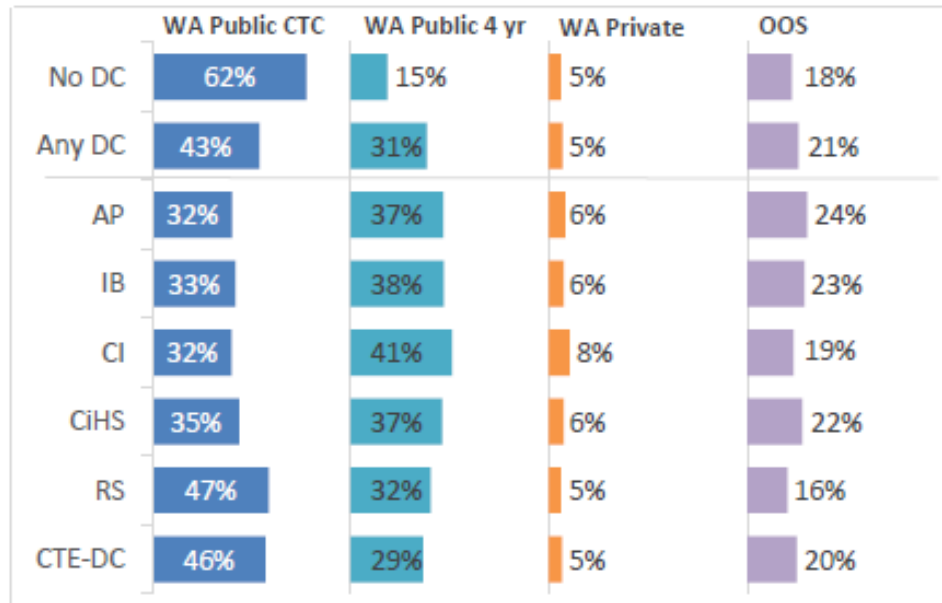
HOW DOES DUAL ENROLLMENT AFFECT CTC ENROLLMENT POST HIGH SCHOOL?

- Washington’s Educational Research and Data Center finds the following rates of enrollment in any postsecondary education at any point after high school, by prior dual credit participation:

No Dual Credit	Running Start	College in the High School
39%	82%	74%



INITIAL INSTITUTION OF POSTSECONDARY ENROLLMENT SHARE AFTER HIGH SCHOOL BY DUAL CREDIT PARTICIPATION



Delbom, L., Fuma, D., Wengrin, M., Weaver Randall, K. (2023). *Postsecondary enrollment outcomes for students who enroll in dual credit*. Educational Research and Data Center. Retrieved from: <https://erdc.wa.gov/publications/student-outcomes/dec-2023-dual-credit-brief>



QUESTION?



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STUDY SESSION ITEM

January 31, 2024

Tab 2

Discussion of campus safety and security

Brief Description

State Board members will hear a presentation on how colleges protect the safety and security of their campus communities. Leading the presentation will be Raquel (Rocky) Vernola, director for safety and security at Whatcom Community College and chair of the Safety, Security, and Emergency Management Council.

How does this item link to the State Board's Strategic Plan?

The safety and security of students, faculty, staff, and visitors at community and technical colleges impacts all three focus areas of the strategic plan: equitable student success; agile, career-relevant learning; and institutional financial health.

Background information and analysis

Washington's 34 community and technical colleges serve about 273,000 students each year and employ about 19,000 faculty and staff. On any given day, thousands of people come and go on our campuses, including college students, high school students, parents, community members, and other visitors.

In many ways, college campuses are like small cities and, as such, share the same common safety concerns, such as theft or burglary, assault or violence, substance abuse, sexual harassment or assault, mental health issues, trespassing, vandalism, and disasters that are both natural and human made. Preventing, mitigating, and responding to these risks requires the involvement of the entire campus community, especially campus safety and security professionals.

Campus safety and security officers play a lead role in:

- Developing plans, policies, procedures, and resources for campus safety. This responsibility includes providing training drills and educational programs to help people know what to do in an emergency.
- Protecting physical security through campus patrols, security camera monitoring, and safety checks, and by collaborating with local law enforcement to respond to criminal activities.
- Issuing emergency alerts to inform the community and potential threats and what steps they should take to protect themselves.
- Complying with the federal Clery Act, which requires colleges and universities to report campus crime data, support victims of violence, and publicly outline the policies and procedures they have put into place to improve campus safety.

Along with student services offices, campus safety and security officers also help de-escalate mental health crises and serve on behavioral intervention teams. In many cases, they also work closely with Title IX coordinators to ensure compliance with a federal law that prohibits sex-based discrimination in any education program that receives federal money, including discrimination that results from sexual misconduct.

Colleges vary in the type and level of staffing, training, and resources available to their campus communities, and in the kinds of threats they face.

During this presentation, State Board members will hear more about:

- The Safety, Security, and Emergency Management Council.
- The difference between safety and security officers at community and technical colleges and police officers at universities.
- The role of campus safety and safety and security officers.
- How campuses prepare for, and respond to, emergencies.
- How colleges coordinate with law enforcement and other emergency responders.
- The regulatory environment around campus safety and security.
- The biggest issues facing campuses right now.

Recommendation/preferred result

State Board members are asked to provide feedback on the information shared and any additional questions or ideas they have about campus safety and security.

Policy Manual Change Yes No

Prepared by: Laura McDowell, communications director
lmcdowell@sbctc.edu

Tab 2

Safety and Security at Washington Community and Technical Colleges

Raquel (Rocky) Vernola
Director for Safety and Security
Whatcom Community College

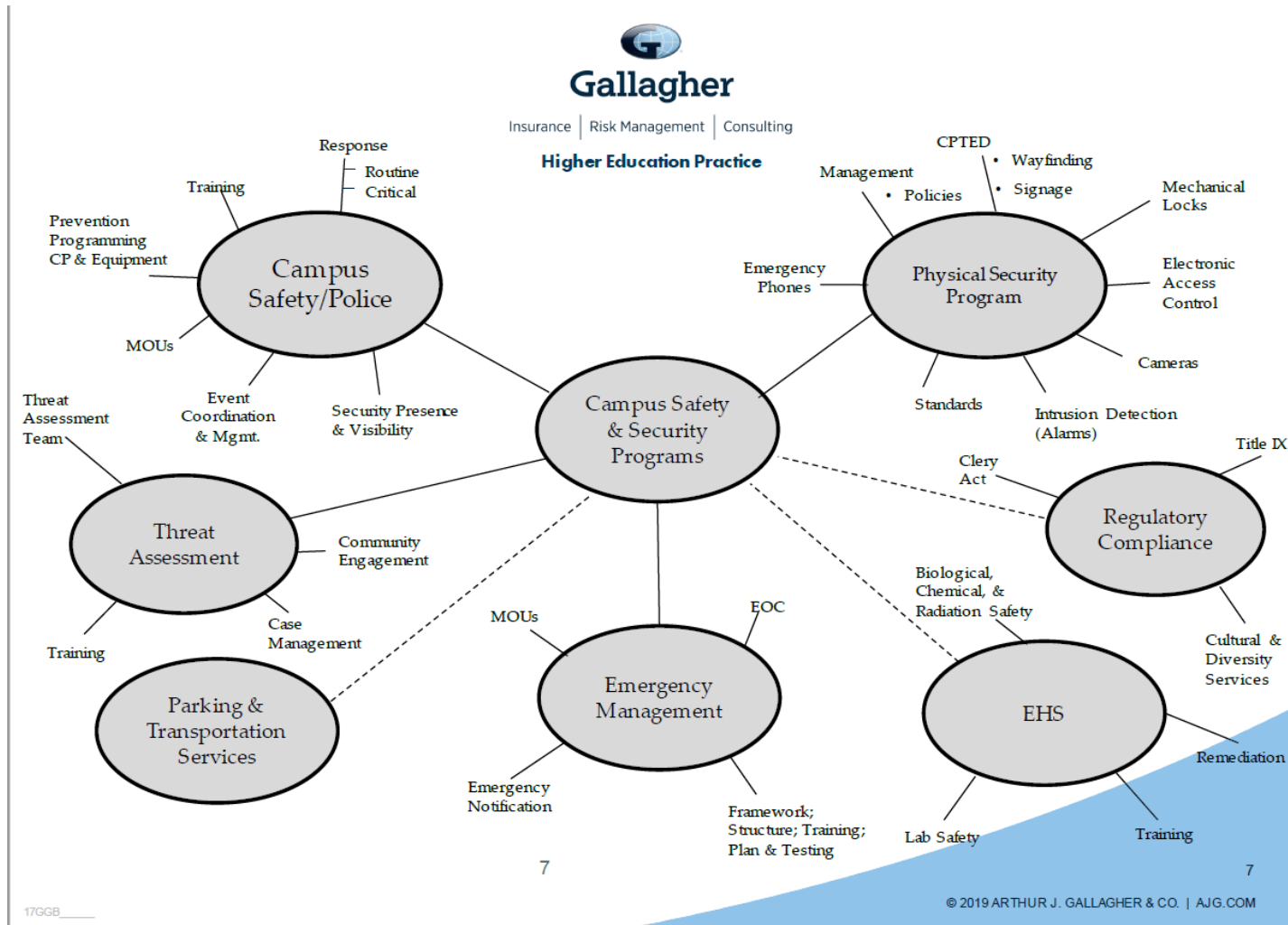
January 2024 meeting of the State Board for Community and
Technical Colleges

Safety and Security is Vital to Teaching and Learning

Community and technical colleges are places of teaching, learning, and community. The safety and well-being of students, faculty, staff, and visitors is vital to creating a welcoming and successful environment.



Campus Safety and Security is an Ecosystem



Community and Technical Colleges Do Not Have Commissioned Police Officers

Unlike universities, Washington's community and technical colleges do not have legislative authority to have commissioned police officers (nor do we want it).

Community and technical colleges have security guards and security officers.



Security team member, Columbia Basin College

College Safety and Security is Uniquely Structured

- Safety and security is structured based on the unique and individual needs of each community and technical college in Washington.
- Not all colleges have comprehensive safety and security teams.
- Colleges share information and resources through the Safety, Security and Emergency Management Council.



Campus security team Spokane Falls Community College

Common Priorities and Responsibilities

Key priority

To ensure a safe and secure learning and working environment for all.

Key responsibilities

- Prevent, respond to and support the campus community in all degrees of campus safety and security concerns.
- Provide safety and security education and conduct policy enforcement as needed.
- Review, enhance and develop resources, plans, procedures and policies for campus safety aligned with emerging risks, concerns and current laws.
- Protect physical infrastructure, assets, and persons through patrols, safety checks and collaboration with local law enforcement.
- Maintain compliance with the federal Jeanne **Clery Act**, as well as other required legislative requirements.

Mental Health Crises

Safety and security teams must also work with student services and administrative teams to effectively address the college community's unique needs, including needs around students' mental health.

Mental health crises occur within the campus community.

Safety and security teams often provide support in de-escalation, immediate/temporary support until professional mental health teams arrive.

Safety and security teams typically participate with Behavioral Intervention Teams.



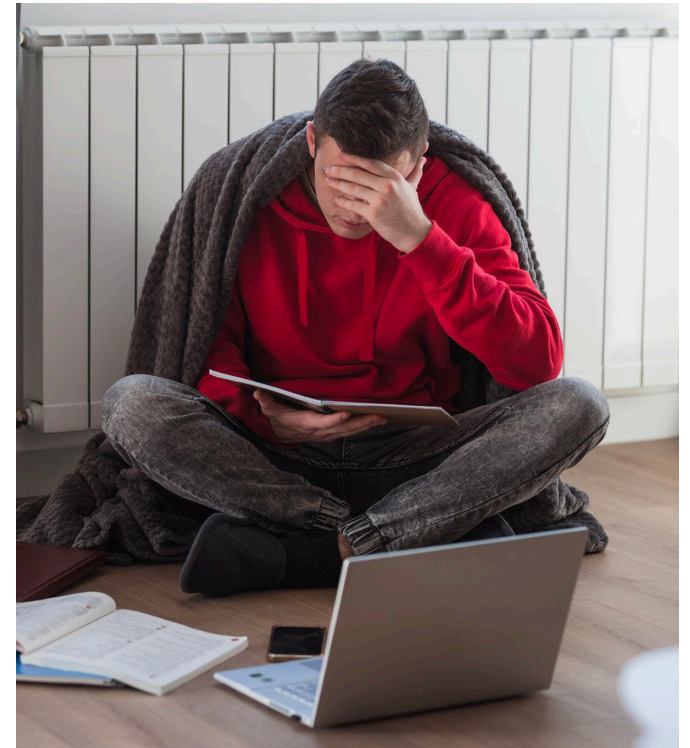
Call or text 988!

24-hour crisis hotline with trained mental health professionals to assist in crisis.

The Importance of Behavioral Intervention Teams (BIT)

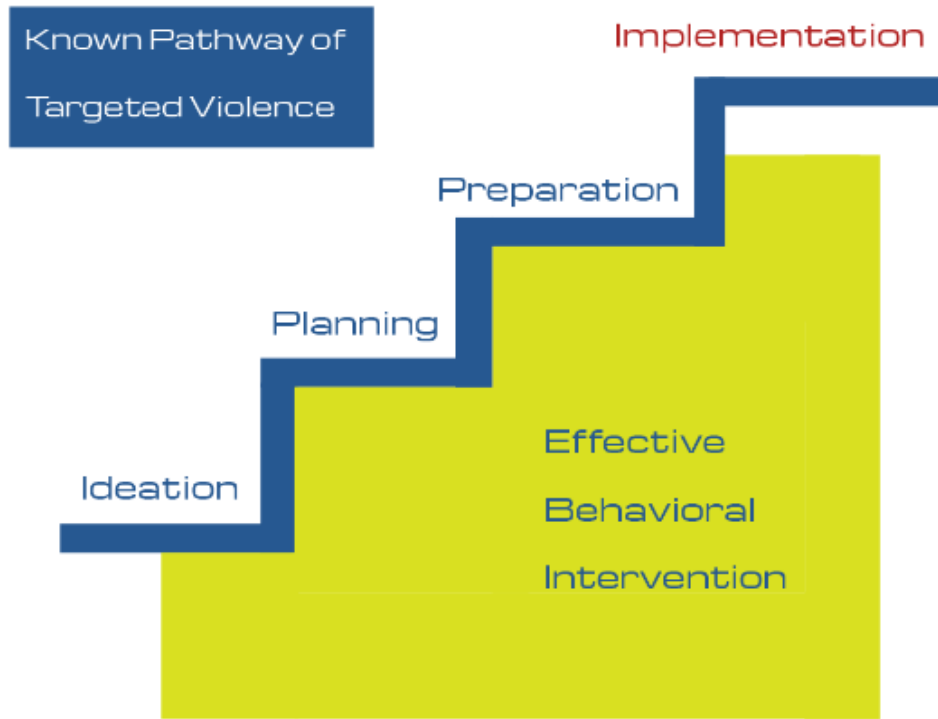
Behavioral Intervention Teams are multidisciplinary teams that identify or address concerning behavior and coordinate efforts to support and help students in crisis. Also referred to as CARE teams.

Just about every community and technical college has a behavioral intervention team.



Sample Threat Assessments

Salem-Keizer Cascade Model
(known pathway of targeted violence)



NaBITA (National Association for Behavioral Intervention and Threat Assessment)

OVERALL SUMMARY

CRITICAL		4
<p>In this stage, there is a serious risk of suicide, life-threatening self-injury, dangerous risk taking (e.g. driving a motorcycle at top speed at night with the lights off) and/or inability to care for oneself. They may display racing thoughts, high risk substance dependence, intense anger, and/or perceived unfair treatment or grievance that has a major impact on the students' academic, social, and peer interactions. The individual has clear target for their threats and ultimatums, access to lethal means, and an attack plan to punish those they see as responsible for perceived wrongs. Without immediate intervention (such as law enforcement or psychiatric hospitalization), it is likely violence will occur. There may be leakage about the attack plan (social media posts that say "I'm going to be the next school shooter" or telling a friend to avoid coming to campus on a particular day). There may be stalking behavior and escalating predatory actions prior to violence such as intimidation, telegraphing, and "test-runs" such as causing a disruption to better understand reaction time of emergency response.</p>	ELEVATED	<p>4</p>
<p>Behavior at the elevated stage is increasingly disruptive (with multiple incidents) and involves multiple offices such as student conduct, law enforcement, and counseling. The individual may engage in suicidal talk, self-injury, substance intoxication. Threats of violence and ultimatums may be vague but direct or specific but indirect. A fixation and focus on a target often emerge (person, place, or system) and the individual continues to attack the target's self-esteem, public image, and/or access to safety and support. Others may feel threatened around this individual, but any threat lacks depth, follow-through, or a narrowing against an individual, office, or community. More serious social, mental health, academic, and adjustment concerns occur, and the individual is in need of more timely support and resources to avoid further escalation. Conditional ultimatums such as "do this or else" may be made to instructors, peers, faculty, and staff.</p>	MODERATE	<p>3</p>
<p>Prior to this stage, conflict with others has been fairly limited. The hallmark of moderate is an increase in conflict with others through aggressive speech, actions, and mannerisms. They may become frustrated and engage in non-verbal behaviors or begin to post things on social media, put up posters around campus, or storm away from conversations. Stress, illness, lack of friends, and support are now becoming an increasing concern. The individual may be tearful, sad, hopeless, anxious, or frustrated. This may be caused by difficulty adjusting, dating stress, failure in class assignments, and/or increasing social isolation. If there is a threat or physical violence such as carelessly pushing someone out of their way while storming off, the violence is typically limited and driven by adrenaline and impulsiveness, rather than any deeper plan to hurt others.</p>	MILD	<p>2</p>
<p>The individual here may be struggling and not doing well. The impact of their difficulty is limited around others, with the occasional report being made to the BIT/CARE team out of an abundance of caution and concern rather than any direct behavior or threats. They may be having trouble fitting in, adjusting to college, making friends, or may rub people the wrong way. They alienate others with their thoughts or mannerisms, and there may be minor bullying and conflict. With support and resources, it is likely the individual will be successful adapting and overcoming obstacles. Without support, it is possible they will continue to escalate on the rubric.</p>	BASELINE	<p>0/1</p>

Three Key Regulatory Frameworks: Clery Act, Title IX, Violence Against Women Act

Clery Act

- Requires colleges and universities to keep records and report annually on the nature, date, time, and place of crimes occurring on campus, including hate crimes.
- Prescribes security-related protocols for emergency response procedures.
- Requires timely notifications for on-campus emergencies.
- Failure to comply with the Clery Act = fines of up to \$62,689 per violation.



Jeanne Clery

Three Key Regulatory Frameworks: Clery Act, Title IX, Violence Against Women Act

Title IX

- Prohibits sex (including pregnancy, sexual orientation, and gender identity) discrimination in any education program or activity receiving federal financial assistance.
- Title IX protection extends to faculty, staff, and students.



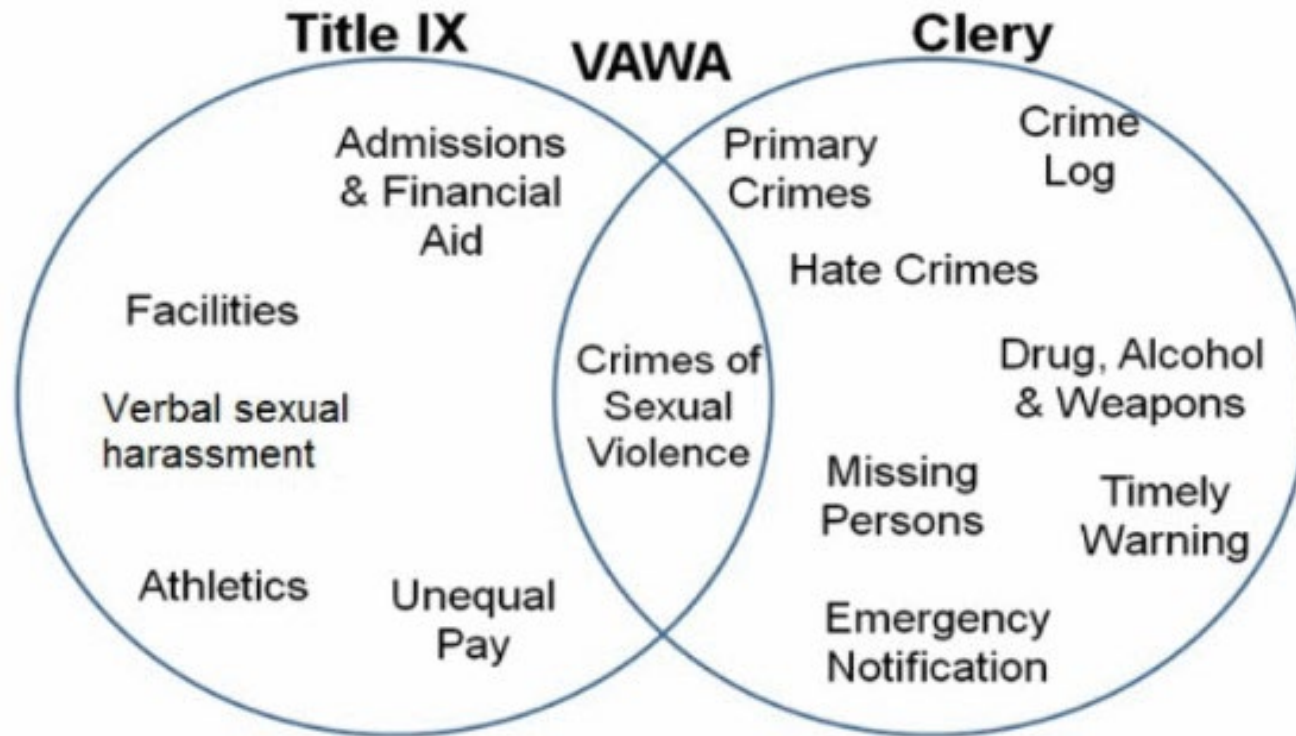
Three Key Regulatory Frameworks: Clery Act, Title IX, Violence Against Women Act

Violence Against Women Act

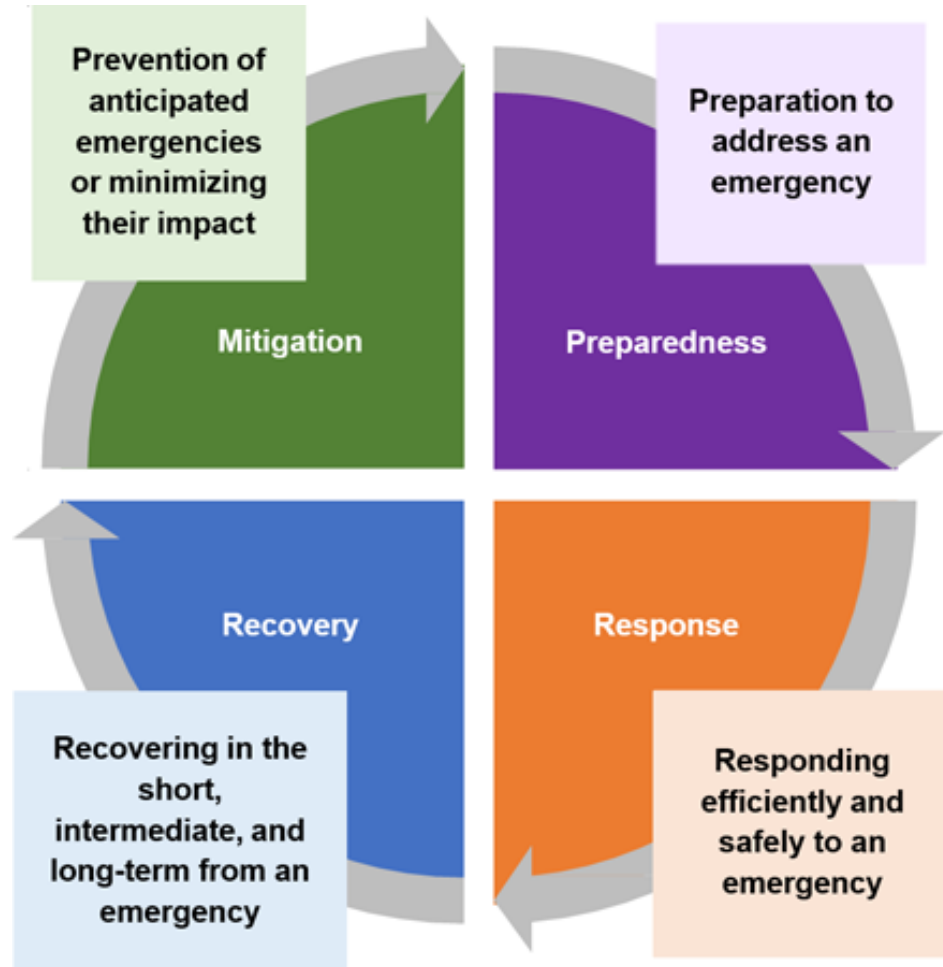
- **Policies and procedures:** Requires policies and procedures to address sexual violence, domestic violence, dating violence, and stalking.
- **Education programs:** Requires education programs, prevention programs, and awareness campaigns on bystander intervention, sexual violence, domestic violence, dating violence, and stalking.
- **Resources:** Requires information about available on-campus and off-campus resources, law enforcement options, and protective measures such as changes to living situations or class schedules.



Intersection of Title IX, Violence Against Women Act and Clery Act



Emergency Management Plans



Natural disasters

Earthquakes, flooding

Human-made disasters

Fires, hazardous materials spills

Health emergencies

Pandemic outbreaks, medical emergencies

Security threats

Active shooter threats, bomb threats, cybersecurity threats

It Happens Here

Duck Boat accident



September 24, 2015 at 11:20 am

4 dead, 2 critically injured in collision between Ride the Ducks vehicle, charter bus on Aurora Bridge [VIEW](#)

Four North Seattle College students were killed and numerous others have been injured in a collision between a Ride the Ducks tour vehicle and a...

COVID-19 pandemic

Campus Zero

Lake Washington Institute of Technology was likely the first college in the United States to be affected by COVID-19. One year out, many things have changed.

Bomb threats



The Olympian

<https://www.theolympian.com> > local > article263097298

Bomb threats close college campuses in South Sound ...

Jul 1, 2022 — **South Puget Sound Community College's** Olympia campus was closed on Thursday after police received a suspicious call saying an explosive ...

Cybersecurity attack



The Seattle Times

<https://www.seattletimes.com> > seattle-news > shoreline-c...

Shoreline Community College says personal info was ...

Apr 14, 2023 — **Shoreline** Community College officials are notifying a number of people that their information may have been compromised in a **cybersecurity** ...

Active shooter threat



Tri-City Herald

<http://www.tri-cityherald.com> > crime > article210744119

He pulled a fire alarm at CBC. Police say he had a shotgun ...

May 8, 2018 — An Othello man was charged with planning a **shooting** at **Columbia Basin College** in Pasco when he hid a disassembled shotgun and a bag of ammo ...

Student Murdered

NEWS

Student Murdered at Community College in Washington

JULY 7, 1995

Bellingham, Washington -- A student at Whatcom Community College was shot to

Campus Emergency Training Requirements* and Best Practices

- Fire alarm and evacuation*
- Mass notification system test*
- Active shooter/threat
- Lockdown
- Earthquake
- Cybersecurity



Training is most effective when delivered through local risk awareness and education, specific skill training and drills, multi-team functional exercises, and full-scale multi-agency exercises.

How Colleges Communicate During an Emergency

- Emergency alert systems (Everbridge, InformaCast, Rave)
- Public address speakers
- Emails
- Phone announcements
- Computer screen takeovers (Alertus)
- Social media
- Talkphone towers (blue towers)
- Building safety system alarms



Top Concerns and Needs for Safety and Security Teams

- Impacts of unhoused/homeless.
- Increased crime.
- Limited resources and staffing.
- Need for facility improvements (locks, blinds, lighting, lock-down capability, card-only access, cameras, security software).
- Need for additional training opportunities.
 - Mental health crises.



Campus security team
South Puget Sound Community College

Questions?

STUDY SESSION

January 31, 2024

Tab 3

Allocation Model 101

Brief Description

During this session, the State Board will review the details of the current operating allocation model.

How does this item link to the State Board's Strategic Plan?

Legislative operating and capital appropriations to the State Board for Community and Technical Colleges are the foundation for the system's operation. State resources provide the means to make progress on our goals.

Background information and analysis

[RCW 28B.50.090](#) authorizes the State Board to receive state funds for the system and to establish guidelines for the disbursement of funds to college districts. Each year the State Board adopts an annual allocation to the districts before July 1, the start of the fiscal year.

Most funds are distributed according to an allocation model that was first implemented in 2016. The key elements and funding drivers of the model include:

- Five percent for performance funding – Measured by the Student Achievement Initiative.
- Weighted priority enrollments – Four categories of student full time equivalent (FTE) receive an additional 0.3 weight for funding purposes. The four categories include students enrolled in: Basic Education for Adults; Science, Technology, Engineering, or Math (STEM) courses; upper division applied baccalaureate courses; and courses addressing the mid-level “skills gap” as identified by the Workforce Training and Education Coordinating Board.
- A minimum operating allocation to each college of \$2.85 million.
- Base enrollment targets – Calculated by district and based on a three-year rolling average of actual enrollments. Later, the formula was adjusted so that targets are frozen when all colleges are under target.

Funds held outside the allocation model are known as “safe harbor.” Those include:

- Legislative proviso – Language in the budget bill that places conditions and limitations on the use of appropriations.
- Earmarks of the State Board – Funds identified by the State Board for specific purposes.

- Annual budget increases for compensation and facilities are held in safe harbor for four years. After four years, the first year of increases is distributed through the allocation model and another year of increases enters safe harbor.
- Program- or population-specific funds identified by the State Board, such as Opportunity Grant funding.

Recommendation/preferred result

No State Board action is needed at this time.

Policy Manual Change Yes No

Prepared by: Stephanie Winner, Operating Budget Director
(360) 704-1023, swinner@sbctc.edu

Tab 3



OVERVIEW OF THE ALLOCATION MODEL

Stephanie Winner, Operating Budget Director

January 2024

STATE BOARD VS. DISTRICT FISCAL RESPONSIBILITIES

STATE BOARD

RCW 28B.50.090

- General supervision and control over the state system
- **Prepare a single budget for the support of the system**
- **Establish guidelines for the disbursement of funds; and receive and disburse such funds for operations and capital support of college districts**

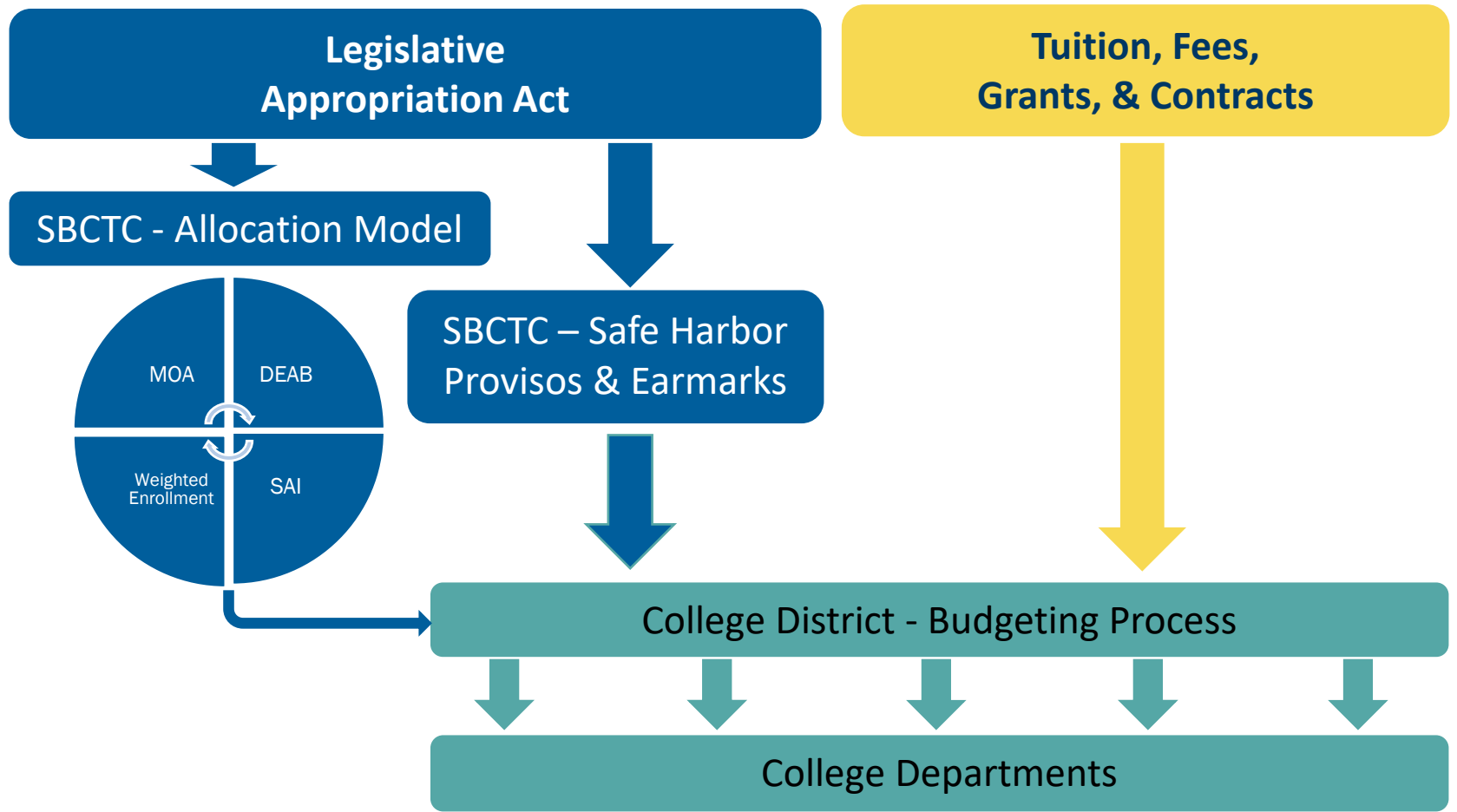
DISTRICT TRUSTEES

RCW 28B.50.100-140

- College operations - hires president
- **Prepare local priorities for operating and capital budgets and submit to State Board**
- Establish new campus facilities
- Establish fees
- Spend operating and capital allocations consistent with local priorities and Legislative/State Board guidance

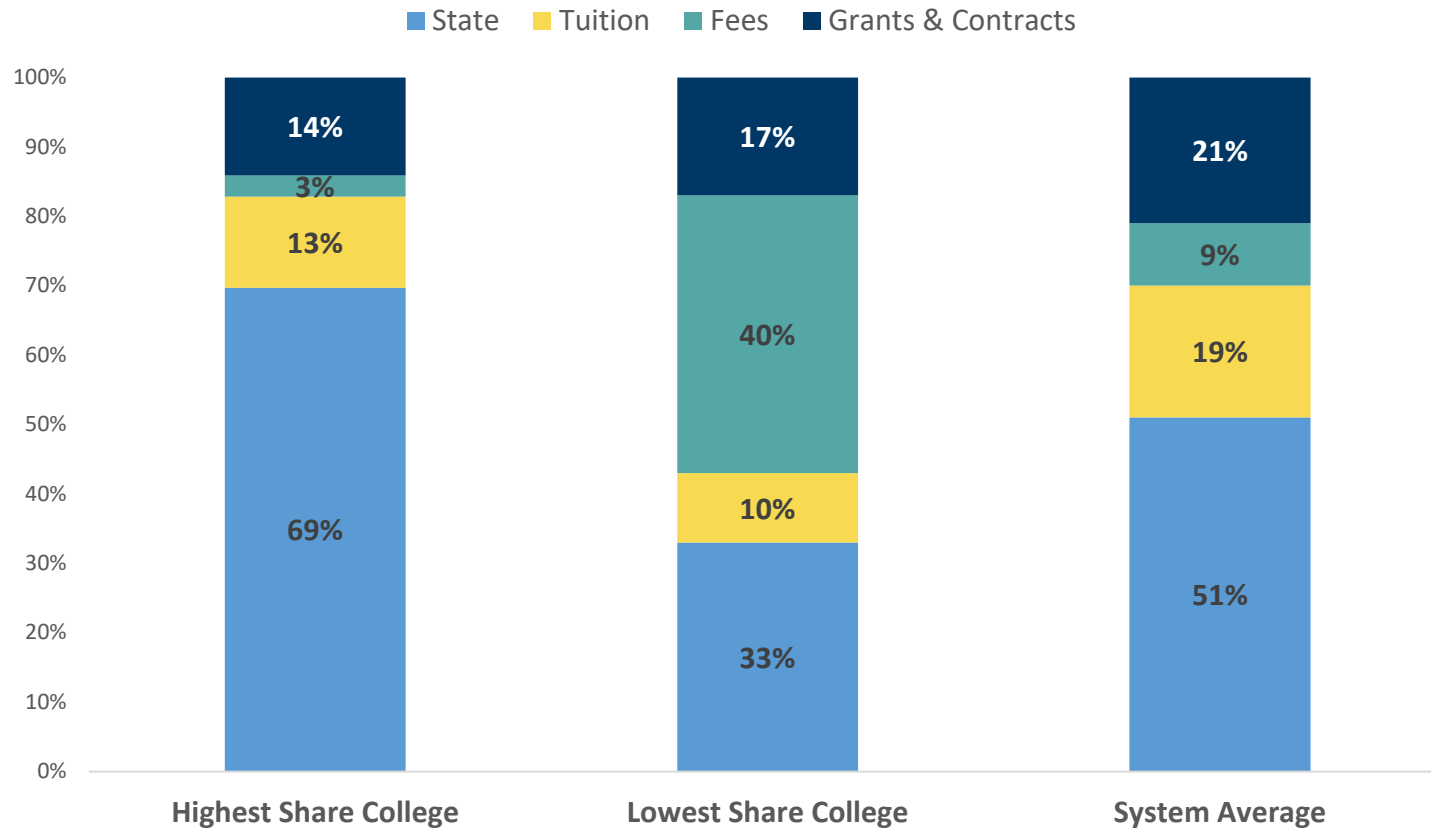


HOW THE DOLLARS FLOW...



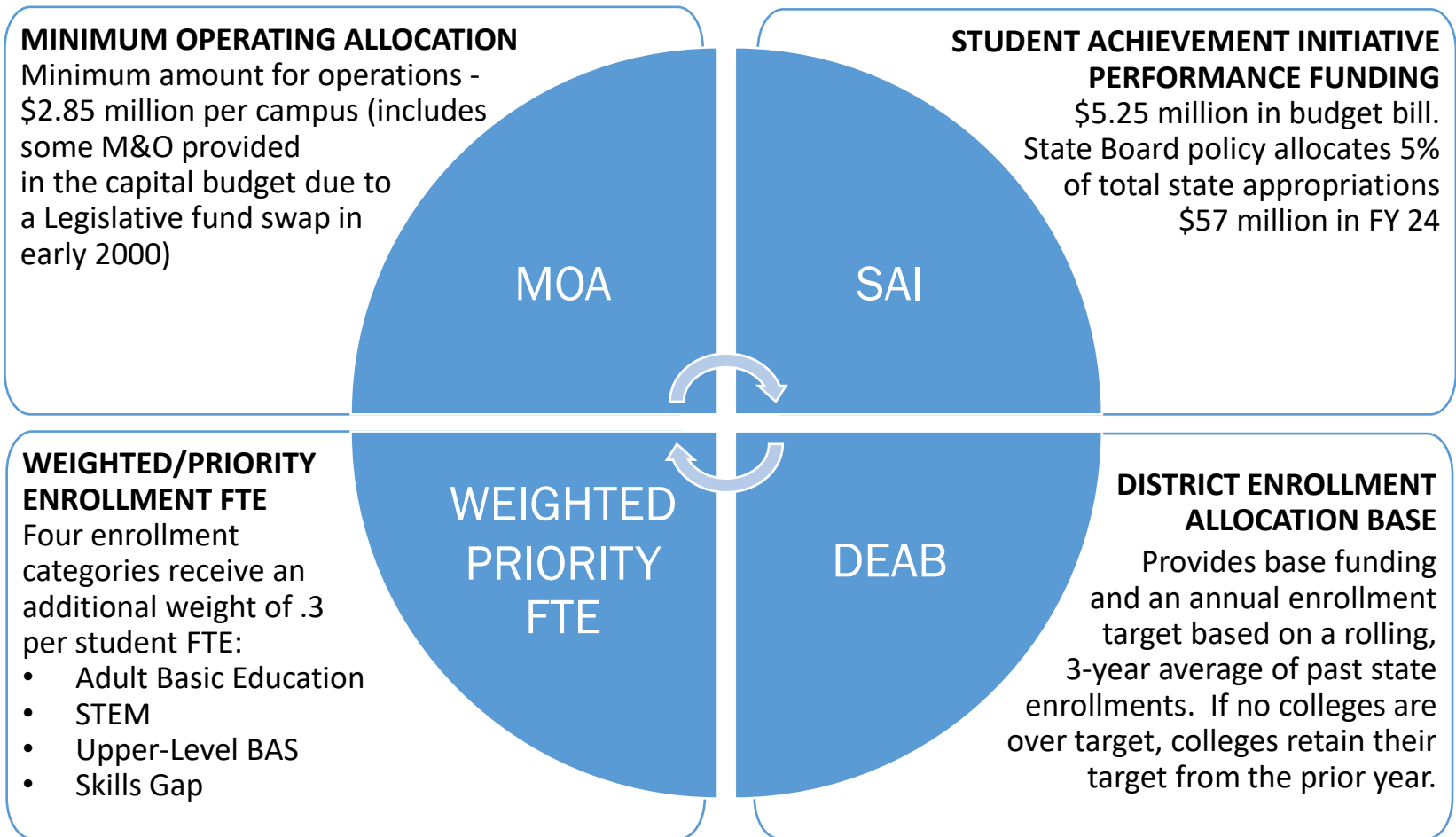
COLLEGE RELIANCE ON STATE FUNDS

Variation in State Funds as Share of Total





WHAT IS IN THE ALLOCATION MODEL





WHAT IS OUTSIDE THE MODEL – SAFE HARBOR

BUDGET PROVISOS

- Language in appropriations act that places conditions from legislature on the use of the funds
- Examples: Guided Pathways, Worker Retraining, MESA, I-BEST, and college-specific projects such as Wildfire Prevention Program at Wenatchee Valley College

COMPENSATION M&O LEASES

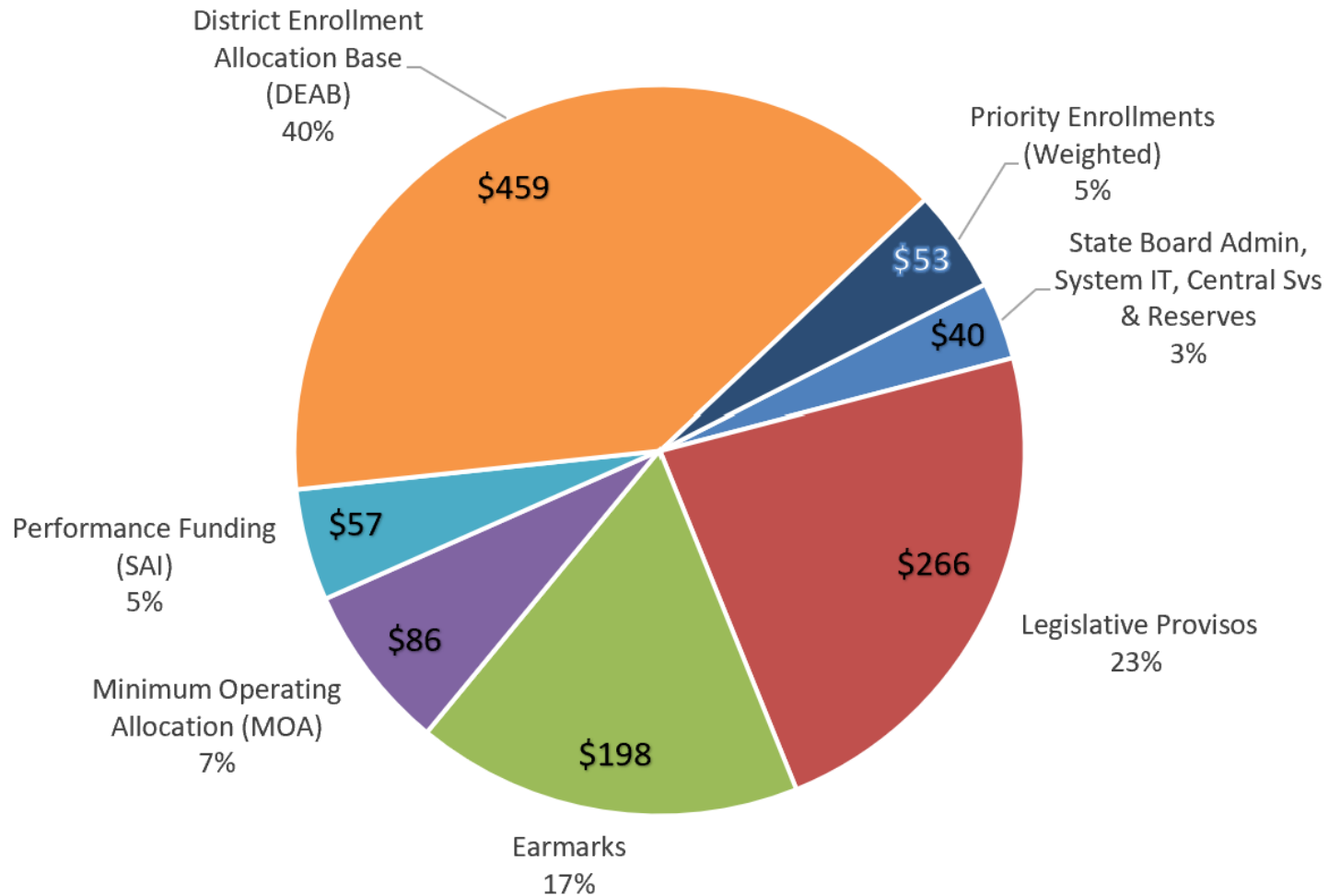
- Compensation funding includes wage increases, health benefit rate changes, paid family leave and pension rate change
- Compensation funds are distributed based on each district's share of salary or benefit expenditures in the prior fiscal year
- Compensation, M&O, and Leases are held in safe harbor for four years.

STATE BOARD EARMARKS

- Program or population-specific funds identified by the State Board
- Reviewed annually, funds can remain in safe harbor indefinitely
- Examples: Opportunity Scholarship, Centers of Excellence, Workforce Development Projects, funds for Disability Accommodations and Students of Color

2023-24 OPERATING BUDGET ALLOCATION

\$ IN MILLIONS





QUESTIONS?

Stephanie Winner

Operating Budget Director

360-704-1023

swinner@sbctc.edu



Tab 4



MAJOR PROJECT PRIORITIZATION REVIEW

Darrell Jennings

January 31, 2024

SBCTC CAPITAL BUDGET PROCESS

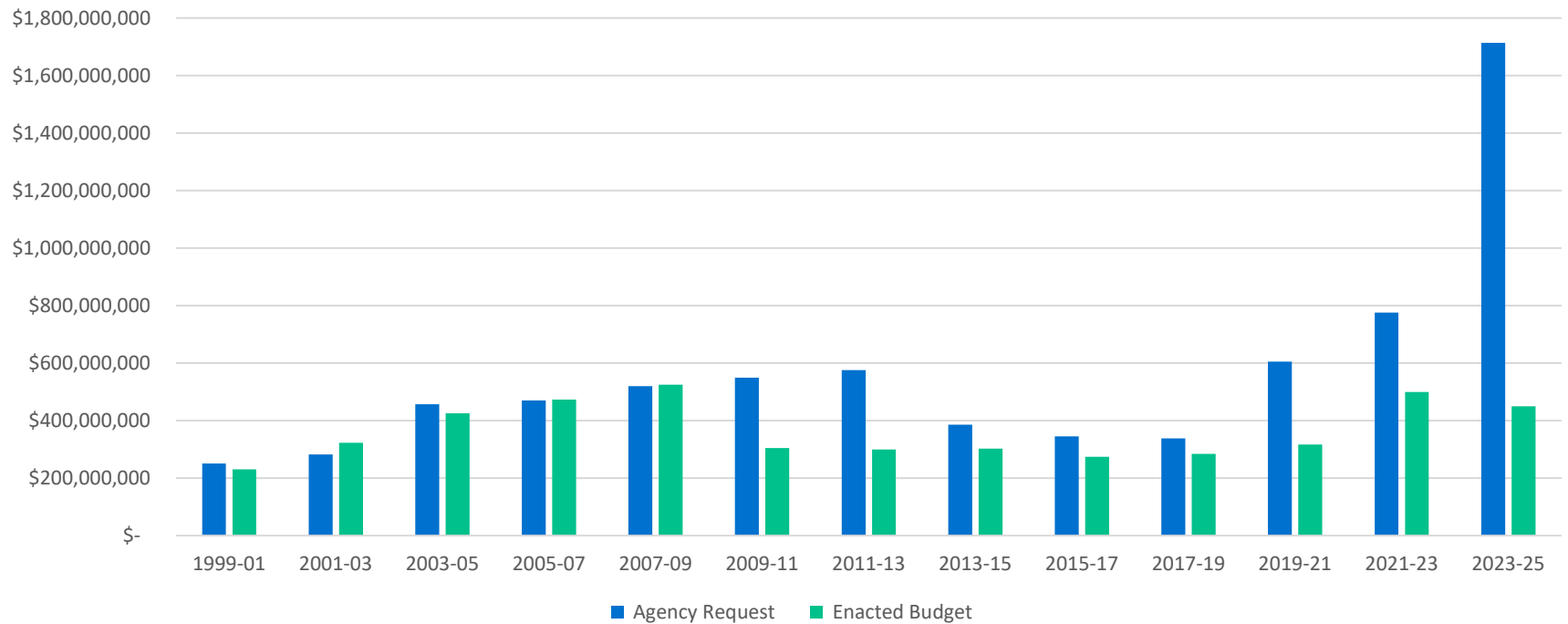
- Single, prioritized request for system
- Components of SBCTC capital budget
 - Minor projects (less than \$2 million)
 - Minor repairs (Facility Condition Survey)
 - Infrastructure (2019 Infrastructure Survey)
 - Program changes (college priorities)
 - Major projects (\$2 million+)
 - Major project prioritization
 - Complex, data driven, and respected
 - Projects stay on the list, in rank order from the selection year, until funded
 - Scope changes are limited

SYSTEM NEEDS AND CHALLENGES

- System footprint is aging; anticipate wave of infrastructure and building system replacement projects based on useful life of equipment
- State (and local) energy efficiency and greenhouse gas reduction requirements are driving shift towards energy and decarbonization projects
- Lower cost renovations and building system replacement projects are not common in current selection process
- Space needs for instruction and student services are different than they were 5-years ago
- Minor project limit has not kept pace with inflation and project size is restricted by budget requirements
- Major project pipeline has 35 major projects in the queue; there is a long time for colleges to get funding
- Overall system funding is not keeping pace with needs

HISTORY OF REQUEST VS FUNDING

SBCTC Capital Budget History



Ten biennium average = \$373 million
Last two biennium average = \$474 million

Major Project Pipeline Projection (\$500 million/biennium target)

College	Project	Funding Phase	2025-27	2027-29	2029-31	2031-33	2033-35	2035-37
Statewide	Preventive Facility Maintenance and Building System Repairs	2003 operating fund swap	\$ 22,800,000	\$ 22,800,000	\$ 22,800,000	\$ 22,800,000	\$ 22,800,000	\$ 22,800,000
Statewide	2023-25 Minor Works - Preservation	Design & Construct	\$ 31,596,400	\$ 34,756,040	\$ 38,231,644	\$ 42,054,808	\$ 46,260,289	\$ 50,886,318
Statewide	2023-25 Minor Repairs - Roof	Design & Construct	\$ 12,327,700	\$ 13,560,470	\$ 14,916,517	\$ 16,408,169	\$ 18,048,986	\$ 19,853,884
Statewide	2023-25 Minor Repairs - Facility	Design & Construct	\$ 43,390,600	\$ 47,729,660	\$ 52,502,626	\$ 57,752,889	\$ 63,528,177	\$ 69,880,995
Statewide	2023-25 Minor Repairs - Site	Design & Construct	\$ 6,788,100	\$ 7,466,910	\$ 8,213,601	\$ 9,034,961	\$ 9,938,457	\$ 10,932,303
Statewide	2023-25 Minor Repairs - Infrastructure	Design & Construct	\$ 44,330,000	\$ 48,763,000	\$ 53,639,300	\$ 59,003,230	\$ 64,903,553	\$ 71,393,908
Statewide	2023-25 Minor Works - Program	Design & Construct	\$ 45,500,000	\$ 50,050,000	\$ 55,055,000	\$ 60,560,500	\$ 66,616,550	\$ 73,278,205
	Minor works subtotal		\$ 206,732,800	\$ 225,126,080	\$ 245,358,688	\$ 267,614,557	\$ 292,096,012	\$ 319,025,614
Olympic	Innovation & Technology Learning Center	Construct	\$ 29,534,889					
Lower Columbia	Center for Vocational and Transitional Studies	Construct	\$ 42,173,491					
Columbia Basin	Performing Arts Building Replacement	Design & Construct	\$ 47,490,796					
Whatcom	Technology and Engineering Center	Design & Construct	\$ 42,663,285					
Cascadia	CC5 Gateway building	Construct	\$ 40,694,506					
Edmonds	Triton Learning Commons	Construct	\$ 43,064,511					
Renton	Health Sciences Center	Construct	\$ 54,082,205					
Bellingham	Engineering Technology Center - Bldg J Replacement	Design & Construct		\$ 19,537,707				
Centralia	Teacher Education and Family Development Center	Construct		\$ 11,818,968				
Spokane	Apprenticeship Center	Construct		\$ 40,717,532				
Skagit	Library/Culinary Arts Building	Construct		\$ 34,443,946				
Highline	Welcome Center for Student Success	Design & Construct		\$ 49,973,717				
Clark	Hanna/Foster/Hawkins Complex Replacement	Design & Construct		\$ 33,210,388				
Peninsula	Advanced Technology Center	Design & Construct		\$ 25,348,709				
South Seattle	Rainier Hall Renovation	Design & Construct		\$ 53,929,880				
Seattle Central	Broadway Achievement Center	Design & Construct			\$ 38,203,703			
Yakima	Prior-Kendall Hall	Design & Construct			\$ 33,761,829			
Everett	Student & Family Resource Center	Design & Construct			\$ 22,528,185			
Tacoma	Student Support Center	Design & Construct			\$ 42,294,526			
Renton	Trades and Industries Building	Design & Construct			\$ 59,781,422			
Columbia Basin	Center for Applied Science and Agriculture	Design & Construct			\$ 59,511,566			
Clover Park	Center for Innovative Teaching and Community Connections	Design & Construct				\$ 59,161,963		
South Seattle	Georgetown Campus, Building B	Design & Construct				\$ 29,956,579		
Bates	Student Success Center	Design & Construct				\$ 37,913,162		
Wenatchee	Immersive Technology and Engineering Center	Design & Construct				\$ 23,802,610		
Seattle Central	Welcome Center & Edison Technical Modernization	Design & Construct				\$ 57,299,811		
Highline	Academic Pathways and Technology Center	Design & Construct				\$ 57,161,733		
Spokane Falls	Teaching & Learning Commons	Design & Construct					\$ 69,907,842	
Lower Columbia	Welcome Center	Design & Construct					\$ 44,656,997	
Shoreline	Comprehensive Student Services Center	Design & Construct					\$ 45,272,511	
Big Bend	Health Science and Performing Arts Center	Design & Construct					\$ 42,942,160	
Skagit	Industrial Technology & Public Safety Building	Design & Construct						\$ 71,171,132
Spokane	Allied Health Building	Design & Construct						\$ 67,254,567
Lake Washington	East Building Renovation and Expansion	Design & Construct						\$ 69,105,204
Bellingham	Building A Renovation & Building Y Replacement	Design & Construct						\$ 14,220,539
	Major project subtotal		\$ 299,703,684	\$ 268,980,848	\$ 256,081,232	\$ 265,295,858	\$ 202,779,511	\$ 221,751,442
	Total		\$ 506,436,484	\$ 494,106,928	\$ 501,439,920	\$ 532,910,415	\$ 494,875,523	\$ 540,777,056

STUDY TOPICS

1. Preference for “small-major” renovation, building system, and infrastructure projects.
2. Space standards, management, and utilization.
3. Meeting state energy goals (Clean Buildings, decarbonization, etc.)
4. Develop scoring rubric for DEI considerations in project selection.
5. Simplify the Project Request Report (PRR)/scoring process.
6. Reduce/limit time projects spend in the pipeline.
7. Options for projects that are in pipeline.
8. Thresholds for adding projects to the pipeline.
9. Review facility eligibility criteria.

REVIEW COMMITTEE

- President Amit Singh, Edmonds
- Hannah Simonetti, Bellingham
- Jacob Jackson, Renton
- Leslie Blackaby, Yakima
- Lori Hunt, Spokane
- Nolan Wheeler, Lower Columbia
- Tysha Tolefree, South Puget Sound
- Darrell Jennings, SBCTC
- Lincoln Ferris, Seattle Central
- Choi Halliday, SBCTC

STUDY SESSION

February 1, 2024

Tab 5

Bachelor Degree Quarterly Update & Statements of Need Presentation

Brief Description

The community and technical college system has been offering bachelor of applied science degrees for over 15 years. Almost every college in the system offers at least one bachelor of applied science, with many colleges offering multiple bachelor-level degree pathways. In 2021, the college system achieved another milestone in bachelor-level degree offerings—the ability for the State Board to authorize colleges to offer Bachelor of Science in Computer Science degrees through passage of SB 5401. While the vast majority of the bachelor-level degrees being offered in the state system are bachelor of applied science degrees, this additional authorization allows community and technical colleges to serve students, especially students of color, in new ways that set them on the course to additional high-pay living wage career pathways. The community and technical colleges in Washington state are excited about the opportunity for additional colleges to offer a Bachelor of Science in Computer Science. Offering the degree will align with the college system's Guided Pathways work and will further the State Board's vision of leading with racial equity.

To date, the State Board has approved over 150 applied baccalaureate degree programs at 33 colleges, including Bachelor of Science in Computer Science degree programs at nine colleges. In the 2022-23 academic year, there were 4357 FTES in baccalaureate-level courses representing 4.6% of state support FTES in the college system. This represents a small baccalaureate FTE decrease over the previous year (-434 FTES). The decline is expected due to enrollment declines in the associate degree programs that serve as feeder programs for these degrees. Enrollment numbers in BAS program appear to be stabilizing and have not decreased as steeply as declines in workforce associate degree programs. See Appendix A for Bachelor Degree Programs through Summer 2023; updated graduation and annualized enrollment numbers are provided annually at the fall board meeting.

How does this item link to the State Board's Strategic Plan?

In June 2023, the State Board adopted an updated Strategic Action Plan, which focuses on four goals: increase access and retention among populations who can benefit the most from college; improve completion and transfer rates for students across all program types; provide flexible career-training options that are responsive to the needs of businesses and industries; and secure resources and develop systemwide strategies to support colleges' financial sustainability and resiliency. Colleges offering baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest demand. Through bachelor-level degrees, colleges create greater access to higher education by enrolling historically underserved populations, particularly place-bound working adults, and ensure community and technical colleges are affordable and accessible for students. Community and technical college bachelor's degree programs also meet the local workforce needs and allow students to remain in their home communities.

Background information and analysis

In August 2021, State Board members supported a change in the approval process for bachelor's degrees to reflect the expanded authority provided in SB 5401. State Board staff continue to work with colleges proposing bachelor degrees for compliance with approval criteria established by board policy. Staff will provide quarterly updates to the board during board meetings on college proposals that meet criteria for Statements of Need. Individual college presentations on Statements of Need will be scheduled if the college is offering its first bachelor degree or if the degree proposal is for a program not previously approved by the board. College representatives will be asked to attend the board meeting, even when a presentation is not required, to answer questions or provide additional information as requested by the board. Bachelor degree proposals that meet the board's criteria for final approval will be recommended by staff for board action and placed on the Consent Agenda. The following briefing implements the revised process requested by the Board.

According to board policy, Statements of Need address six areas:

- Relationships to institutional role, mission, and program priorities;
- Support of the statewide strategic plans;
- Employer/community demand for graduates with baccalaureate level of education proposed in the program;
- Applied baccalaureate programs build from existing professional and technical degree program(s) offered by the institution;
- Student demand for program within the service area;
- Efforts to maximize state resources to serve place-bound students.

The following college Statement of Need meets the board's criteria for bachelor of degree proposals, no board action is required on Statements of Need:

a. **Shoreline Community College and Everett Community College – Bachelor of Science Computer Science**

The proposed Bachelor of Science in Computer Science (BSCS) program, a collaborative effort between Shoreline Community College and Everett Community College, is grounded in a thorough analysis of the educational landscape and regional needs. Both institutions bring a rich background in computer science education, with existing associate degree programs that serve as the foundation for this innovative four-year degree.

Shoreline Community College, with its emphasis on cultivating a vibrant campus community, has strategically aligned its computer science curriculum with equity-centered initiatives. The institution has revamped its STEM-specific 1st-year experience, incorporating community-centered, project-based learning experiences. STEM 102 and STEM 103, designed around community projects, provide low-barrier entry points for students, removing the need for prerequisites. The incorporation of an equity framework, showcases Shoreline's commitment to infusing social justice and equity throughout the curriculum.

Everett Community College has been at the forefront of restructuring its computer science entry courses for the STEM pathway. By adopting interdisciplinary, real-world situated, and community-focused approaches, Everett Community College has created an inclusive learning environment. The college has also embraced open educational resources (OER), collaborative grading practices, and introduced courses on computing & society ethics, demonstrating a commitment

to flexibility and continuous improvement.

The collaboration between Shoreline and Everett leverages the strengths of both institutions. The BSCS program builds on the success of their existing professional and technical degree programs, aligning with the statewide strategic plans outlined by the State Board for Community and Technical Colleges (SBCTC). The consortium's collective efforts aim to address the demand for computer science professionals, close the statewide skills gap, and contribute significantly to the production of baccalaureate degrees, as outlined in SBCTC's 20-year mission study action plan.

Moreover, the program is uniquely positioned to serve the diverse student populations of both colleges. With a focus on project-based learning, the BSCS program aims to bridge the gap between theoretical knowledge and practical application, responding directly to the demands of the local tech economy. By actively involving industry partners, community organizations, and students in the program's design, Shoreline and Everett are pioneering an equitable, industry-responsive, and community-engaged model for computer science education.

b. Olympic College – Bachelor of Science Computer Science

Olympic College, situated in Kitsap and Mason counties in Washington state, has been a cornerstone of higher education in the region for decades. With a history of meeting the evolving needs of the local community, Olympic College has established itself as a key player in fostering academic growth and workforce development. This new proposed program reflects the college's dedication to innovation, accessibility, and responsiveness to the dynamic needs of the local economy.

Olympic College's proposal for a Bachelor of Science in Computer Science (BSCS) addresses the escalating demand for technological professionals in Washington state. The analysis of regional employment data reveals a significant gap between the supply of computer science graduates and the growing demand. In Washington, the average annual openings exceeded 17,800, while there were only 3,021 computer-related bachelor graduates, creating a staggering gap of over 14,000 unfilled positions. In the immediate service area of Olympic College, comprising Kitsap and Mason counties, the shortage is acute. With only 12 computer-related Bachelor of Applied Science (BAS) graduates in 2023, attempting to meet a demand exceeding 200 average annual openings highlights the local urgency for an educational program to bridge the workforce gap. The data underscores the strong growth of computer-related occupations in Washington, emphasizing the need for skilled professionals in the region.

The proposed BSCS degree at Olympic College strategically aligns with existing programs, ensuring a seamless transition for students. Student demand is evident through a survey, with 82% expressing a likelihood to enroll in the proposed BSCS program. Furthermore, the analysis delves into efforts to maximize state resources and serve place-bound students, ensuring flexible modalities for working adults.

This statement of need emphasizes equity by actively recruiting traditionally underrepresented students. In line with the SBCTC mission, the BSCS program has a positive history for, and will continue to promote, equitable access. Leveraging existing relationships with K-12 institutions, Olympic College plans to create a pathway for underrepresented students, offering affordable access to a high-quality BSCS program. The statement of need underscores the imperative for Olympic College to introduce a BSCS program, strategically aligned with current offerings and attuned to the needs of the local community and the evolving technological industry.

c. Clover Park Technical College – Bachelor of Science in Computer Science and Cyber-Physical Software Engineering

Clover Park Technical College's proposal for a Bachelor of Science in Computer Science and Cyber-Physical Software Engineering is rooted in the college's rich history of providing quality education in computer programming since 1975. The existing Associate of Applied Technology (AAT) degree in Computer Programming has been a cornerstone of the institution, evolving over the years to meet the dynamic needs of the industry. With an enrollment history reflecting sustained interest and demand, the AAT program has successfully prepared students for programming jobs, but industry trends and evolving job requirements necessitate a transition to a comprehensive bachelor's program.

In response to the demands of the modern workforce, the proposed bachelor's program is designed to build upon the foundation laid by the AAT degree. Drawing from the college's close association with other technical programs and the strategic move to the John W. Walstrum Center for Advanced Manufacturing Technology, the program aims to offer students unique opportunities for hands-on experience in an Industry 4.0 setting. By collaborating with industry leaders such as Beckhoff Automation, the program will expose students to cutting-edge technologies, allowing them to develop solutions to realistic software problems and control automated manufacturing processes.

Furthermore, the program addresses critical criteria set by the Washington Student Achievement Council, emphasizing affordability and student support. By providing an affordable alternative to traditional universities, CPTC aims to increase enrollment and enhance completion rates. The proposed program's connection to Industry 4.0, including mechatronics and manufacturing engineering technologies, positions it uniquely among existing programs in the state. CPTC's commitment to equity and inclusion is evident in its strategic efforts to address racial and economic disparities. The proposed program aims to serve the diverse student population, with a significant percentage being low-income students and students of color. By offering a pathway to a bachelor's degree in a field notorious for its lack of diversity, CPTC endeavors to contribute to a more inclusive workforce, aligning with the strategic equity goals of the institution. The Bachelor of Science in Computer Science and Cyber-Physical Software Engineering at Clover Park Technical College, positioned to become the institution's sixth bachelor's degree offering, thus emerges as a timely and strategic response to the evolving demands of the technology industry, grounded in the institution's legacy of technical education.

Recommendation/preferred result

Staff will provide a brief overview of the bachelor degree statements of need. Board members will have an opportunity to discuss the statements with staff in the context of meeting college and system goals.

Policy Manual Change Yes No

Prepared by: Valerie Sundby, director of transfer education
360-704-4338, vsundby@sbctc.edu

Bachelor Degree Completion Status – as of Summer 2023

(All degrees listed are bachelor of applied science degrees except when noted for Bachelor of Science in Nursing, and Bachelor of Science in Computer Science)

Organized by College

College	Program	Start Date	Gradates Through 2022-2023	Projected Cohort Size Yr1/Yr5	Annual STATE FTE 2022-2023
Bellevue College	Applied Accounting	Fall 2015	156	14/52 FTE	47.0
	Business Management & Technology	Winter 2023	n/a	17/44 FTE	23.4
	Computer Science	Fall 2016	171	15/120 FTE	121.7
	Cybersecurity	Fall 2022	1	24/48 FTE	16.1
	Data Analytics	Fall 2014	175	16/64 FTE	94.9
	Digital Marketing	Fall 2017	120	14/44 FTE	106.3
	Healthcare Informatics	Fall 2017	52	25/60 FTE	44.7
	Health Promotion Management	Fall 2016	15	15/30 FTE	15.3
	Healthcare Management and Leadership	Fall 2016	163	34/60 FTE	66.4
	Information Systems Technology	Fall 2013	279	16/50 FTE	76.1
	Interior Design	Fall 2009	479	44/83 FTE	54.0
	Molecular Biosciences (STEM)	Fall 2014	44	20/40 FTE	18.2
	Nursing (RN-to-BSN)	Fall 2013	213	20/30 FTE	27.7
Radiation and Imaging Sciences		170	20/40 FTE	20.0	
Bellingham Technical College	Engineering Technology	Fall 2016	13	27/57 FTE	7
	Nursing (RN-to-BSN)	Fall 2021	n/a	30/30 FTE	0.0
	Operations Management	Fall 2016	61	25/57 FTE	10.1
Big Bend Community College	Applied Management	Fall 2021	25	13/25 FTE	53.8
Cascadia College	Information Technology: Application Development	Fall 2018	20	15/46 FTE	9.4
	Sustainable Practices	Fall 2014	76	14/45 FTE	22.7

Centralia College	Applied Management	Fall 2012	301	30/62 FTE	62.5
	Behavior Healthcare	Fall 2021	8	15/26 FTE	35.7
	Diesel Technology	Fall 2012	53	24/54 FTE	4.0
	Elementary Education and Special Education	Fall 2016	122	15/20 FTE	43.9
	Information Technology in Application Development	Fall 2016	36	20/57 FTE	4.0
Clark College	Applied Management	Fall 2016	116	33/99 FTE	47.8
	Cybersecurity	Fall 2019	38	15/45 FTE	73.1
	Dental Hygiene	Fall 2014	190	17/53 FTE	64.2
	Human Services	Fall 2012	18	20/50 FTE	16.1
	Teacher Education P-3	Fall 2022	n/a	24/72 FTE	5.4
Clover Park Technical College	Cybersecurity	Fall 2020	7	24/85 FTE	17.3
	Interior Design	Fall 2019	9	47/60 FTE	13.9
	Mechatronics Engineering Technology and Automation	Fall 2021	8	22/48 FTE	18.1
	Operations Management (formerly Manufacturing Operations)	Fall 2014	42	25/50 FTE	13.7
Columbia Basin College	Applied Management	Fall 2009	505	35 FTE	90.6
	Community Health	Fall 2022	n/a	20/40 FTE	n/a
	Cyber Security	Fall 2014	237	40 FTE	78.4
	Dental Hygiene	Fall 2016	78	20 FTE	45.2
	Health Physics	Fall 2020	4	20/40 FTE	5.5
	Information Technology	Fall 2017	21	15/30 FTE	18.4
	Project Management	Fall 2013	329	40 FTE	75.9
	Nursing (RN-to-BSN)	Fall 2015	110	20.0/69.3 FTE	27.9
	Teaching	Fall 2018	21	20/40 FTE	46.1
Edmonds College	Advanced Manufacturing and Materials Engineering	Fall 2021	n/a	20/49 FTE	11.5
	Child, Youth, and Family Studies	Spring 2017	72	30 FTE	14.1
	Information Technology: Application Development	Fall 2020	n/a	25/60 FTE	3.8
	Integrated Healthcare Management	Fall 2022	n/a	15/60 FTE	1.3
	Robotics and Artificial Intelligence	Fall 2021	n/a	22 /64 FTE	0.5

Everett Community College	Accounting	Fall 2022	n/a	20/44 FTE	n/a
Grays Harbor College	Education: Elementary and Special Education	Fall 2017	86	15 FTE	35.5
	Forest Resource Management	Fall 2017	22	4/8 FTE	9.2
	Organizational Management	Fall 2016	42	25 FTE	9.5
Green River College	Aeronautical Science	Fall 2015	118	25/50 FTE	59.1
	Applied Management	Fall 2018	137	24/48 FTE	59.1
	Early Childhood Education: Infant and Child Mental Health	Fall 2018	33	15/25 FTE	17.4
	Forest Resource Management	Fall 2015	55	12/36 FTE	31.7
	Information technology: Network Administration and Security	Fall 2014	208	12/48 FTE	136.8
	Information Technology: Software Development	Fall 2013	305	35/96 FTE	72.4
	Marketing and Entrepreneurship	Winter 2015	203	48/72 FTE	46.9
	Nursing (LPN to BSN)	Fall 2022	n/a	16/32 FTE	13.4
	Real time Court Reporting and Captioning	Fall 2018	3	15/50 FTE	2
Highline College	Behavioral Science-Youth Development	Fall 2013	81	15/32 FTE	28.4
	Cyber Security and Forensics	Fall 2013	146	10/15 FTE	79.8
	Early Childhood Education	Winter 2022	1	15/75 FTE	10
	Global Trade and Logistics	Fall 2014	63	10/15 FTE	24.2
	Integrated Design	Fall 2019	29	12/15 FTE	38.8
	Teaching and Early Learning	Fall 2017	87	15/75 FTE	40.2
	Respiratory Care	Fall 2014	60	10/15 FTE	34.7
Lake Washington Institute of Technology	Applied Management - Entrepreneurship	Fall 2020	10	15/30 FTE	8.2
	Applied Management Human Resource	Fall 2022	n/a	15/50FTE	17.3
	Behavioral Health	Fall 2017	23	34.70/39.56 FTE	15.8
	Computing and Software Development	Fall 2017	76	25/50 FTE	37.4
	Dental Hygiene	Summer 2017	172	30/60 FTE	83.8

	Design	Fall 2009	204	36 FTE	21.2
	Digital Gaming and Interactive Media	Fall 2009	66	20/40 FTE	45.8
	Early Childhood Education	Fall 2018	25	20/40 FTE	22.6
	Funeral Services Education	Fall 2017	2	15/50 FTE	2.5
	Nursing (RN-to-BSN)	Fall 2017	n/a	24/96 FTE	0.0
	Public Health	Fall 2014	104	20/35 FTE	26.8
	Physical Therapy Assistant	Fall 2020	n/a	14/40 FTE	n/a
	Transportation, Logistics, & Supply Chain Management (formerly Transportation and Logistics Management)	Fall 2014	82	25/50 FTE	15.7
Lower Columbia College	Teacher Education	Fall 2019	60	24/48 FTE	48.3
	Organizational Leadership and Technology Management	Fall 2021	17	24/44 FTE	33.9
Olympic College	Digital Filmmaking	Fall 2017	68	15/36 FTE	24.3
	Information Systems	Fall 2014	88	20/54 FTE	23.4
	Nursing (RN-to-BSN)	Fall 2007	322	15/35 FTE	48.5
	Organizational Leadership & Technical Management	Fall 2015	190	17/47 FTE	49.8
Peninsula College	Applied Management	Fall 2007	268	20/40 FTE	35.3
Pierce College	Applied Business Management	Fall 2019	36	20/30 FTE	31.3
	Construction Management	Fall 2022	n/a	20/57 FTE	4.8
	Dental Hygiene	Summer 2016	152	20/25 FTE	52.2
	Fire Science Leadership	Fall 2019	4	20 FTE	1.9
	Homeland Security-Emergency Management	Fall 2016	70	20/30 FTE	21.4
	Teaching	Winter 2017	155	15/48 FTE	54.8
Renton Technical College	Application Development	Fall 2019	95	9/49 FTE	20.1
	Information Technology: Computer Network Architecture	Winter 2018	40	5.4/29.7 FTE	29.8
	Manufacturing Engineering Technology	Fall 2022	n/a	15/20 FTE	n/a

Seattle Central College	Allied Healthcare Services Management	Fall 2014	518	30/179 FTE	109.9
	Behavioral Sciences	Fall 2009	205	20/40 FTE	46.3
	Community Healthcare and Education	Winter 2018	n/a	n/a	n/a
	Dental Hygiene	Fall 2018	n/a	n/a	n/a
	Information Technology: Networking	Fall 2016	14	20 FTE	0.0
	Respiratory Care	Fall 2018	n/a	n/a	n/a
	Nursing RN-to-BSN	Fall 2022	n/a	18/60 FTE	0.0
North Seattle College	Accounting with International Accounting	Fall 2020	25	17/44 FTE	37.8
	Application Development	Fall 2014	182	25/60 FTE	41.8
	Computer Science	Fall 2022	n/a	27/81 FTE	18.8
	Early Childhood Education	Winter 2016	252	20/50 FTE	136.7
	International Business	Fall 2013	174	50 FTE	29.4
	Residential and Commercial Property Management	Fall 2017	25	20 FTE	13.2
South Seattle College	Hospitality Management	Fall 2007	299	20 FTE	17.4
	Professional Technical Education and Instructional Design	Fall 2013	64	21 FTE	0
	Sustainable Building Science Technology	Fall 2015	71	20 FTE	18.1
	Workforce and Trades Leadership	Fall 2017	n/a	20 FTE	0.0
Shoreline Community College	Dental Hygiene	Fall 2024	n/a	20/25 FTE	n/a
Skagit Valley College	Applications Development	Fall 2021	n/a	6/13 FTE	1.1
	Applied Management	Fall 2018	73	15/35 FTE	5
	Environmental Conservation	Fall 2014	52	13 FTE	10.9

	Product Development	Fall 2023	n/a	9/18 FTE	41.2
South Puget Sound Community College	Craft Beverage Management and Quality Assurance	Fall 2024	n/a	12/20 FTE	n/a
Spokane Community College	Respiratory Care	Fall 2017	48	20 FTE	49.1
Spokane Falls, Community College	Applied Management	Fall 2016	84	20 FTE	36.9
	Cyber Security	Fall 2017	41	14/33 FTE	15.7
	Information Systems and Technology	Fall 2015	47	11/27.5 FTE	10.2
	Integrated Behavioral Health	Fall 2023	n/a	15/50 FTE	n/a
Tacoma Community College	Applied Management	Fall 2019	41	15/35 FTE	25.2
	Community Health	Fall 2018	62	25/166 FTE	42.2
	Health Information Management	Fall 2016	71	15/50 FTE	35.1
	IT Networking-Information Systems and Technology	Fall 2021	12	13/61 FTE	25.1
Walla Walla Community College	Agricultural Systems	Fall 2018	28	15/40 FTE	19.2
	Applied Management & Entrepreneurship	Fall 2018	38	12/30 FTE	58.2
Wenatchee Valley College	Data Analytics	Fall 2019	n/a	15/25 FTE	0.0
	Engineering Technology	Fall 2016	13	15/25 FTE	6.2
	Nursing (RN-to-BSN)	Fall 2015	100	25/38 FTE	32.3
	Teaching	Fall 2019	9	15/30 FTE	11.2
Whatcom Community College	Applied Business Management	Fall 2019	31	18/30 FTE	24.9
	Information Technology: Networking Cybersecurity	Fall 2017	67	24/128 FTE	27.6
	Social Work	Fall 2023	n/a	18/30 FTE	n/a
	Agricultural Sciences	Fall 2022	n/a	15/39 FTE	5.2

Yakima Valley College	Applied Business Management	Fall 2014	212	28/60 FTE	44.0
	Dental Hygiene	Fall 2016	171	18/24 FTE	48.3
	Information Technology: Networking	Fall 2015	58	12/20 FTE	25.4
	Teacher Education	Fall 2018	130	30/58 FTE	59.5

Bachelor Degree Offerings by Program / by College																															
Summer 2023																															
	Bellevue	Bellingham	Big Bend	Cascadia	Centralia	Clark	Clover Park	Columbia Basin	Edmonds	Everett	Grays Harbor	Green River	Highline	Lake Washington	Lower Columbia	North Seattle	Olympic	Peninsula	Pierce	Renton	Seattle Central	Shoreline	Skiagit Valley	South Seattle	Spokane	Spokane Falls	Tacoma	Wallia Wallia	Wenatchee Valley	Whatcom	Yakima Valley
Business Management																															
Accounting with International Accounting										√						√															
Applied Accounting	√																														
Applied Management Human Resource														√																	
Business Management	√		√	√	√	√		√				√						√	√				√		√		√		√	√	
Digital Marketing	√																														
Global Trade and Logistics													√																		
Hospitality Management																								√							
International Business																						√									
Management and Entrepreneurship														√																	
Marketing and Entrepreneurship												√																√			
Operations Management		√					√																								
Organizational Management											√				√		√														
Project Management								√																							
Residential and Commercial Property Management																√															
Transportation, Logistics, Supply Chain														√																	
Workforce and Trades Leadership																								√							
STEM Fields																															
Advanced Manufacturing and Materials Engineering									√																						
Aeronautical Science												√																			
Agricultural Systems																											√			√	
Engineering Technology		√																			√										
Environmental Conservation																							√								
Environmental Science							√																								
Forest Resource Management											√	√																			
Molecular Biosciences	√																														
Product Development																								√							
Sustainable Building Technology																									√						
Sustainable Practices				√																											

Bachelor Degree Offerings by Program / by College																																	
Summer 2023																																	
	Bellevue	Bellingham	Big Bend	Cascadia	Centralia	Clark	Clover Park	Columbia Basin	Edmonds	Everett	Grays Harbor	Green River	Highline	Lake Washington	Lower Columbia	North Seattle	Olympic	Peninsula	Pierce	Renton	Seattle Central	Shoreline	Skagit Valley	South Seattle	Spokane	Spokane Falls	Tacoma	Wallia Walla	Wenatchee Valley	Whatcom	Yakima Valley		
Health Care, Wellness, and Safety																																	
Allied Health Science																						√											
Behavioral Healthcare					√									√				√				√				√							
Child, Youth, and Family Studies								√																									
Community Health								√																			√						
Dental Hygiene						√		√						√					√			√	√									√	
Fire Sciences Leadership																			√														
Funeral Services														√																			
Health and Wellness	√																					√											
Health Information Management	√							√																				√					
Health Physics								√																									
Healthcare Management	√																																
Homeland Security																			√														
Human Services						√																											
Nursing	√	√						√				√		√	√		√					√							√				
Physical Therapy Assistant														√																			
Public Health Administration														√																			
Radiology and Imaging	√																																
Respiratory Care													√									√				√							
Social Work																																√	
Youth Development													√																				
Trades, Construction, Manufacturing																																	
Advanced Manufacturing and Materials									√																								
Construction Management																			√														
Diesel Technology					√																												

Bachelor Degree Offerings by Program / by College Summer 2023																															
	Bellevue	Bellingham	Big Bend	Cascadia	Centralia	Clark	Clover Park	Columbia Basin	Edmonds	Grays Harbor	Green River	Highline	Lake Washington	Lower Columbia	North Seattle	Olympic	Peninsula	Pierce	Renton	Seattle Central	Shoreline	Skagit Valley	South Seattle	Spokane	Spokane Falls	Tacoma	Walla Walla	Wenatchee Valley	Whatcom	Yakima Valley	
Information Technology																															
Application Development				√	√				√				√		√				√			√									
Computer Science	√			√	√				√		√		√		√				√			√									
Application Development				√	√				√				√		√				√			√									
Computer Science	√																														
Cybersecurity	√					√	√	√				√													√	√					
Data Analytics	√																												√		
Digital Film																√															
Digital Gaming													√																		
Healthcare Informatics	√												√																		
Information Systems	√							√																√		√					
Integrated Design												√	√																		
Network Administration											√										√									√	√
Network Architecture																				√											
Robotics and Artificial Intelligence									√																						
Software Development											√		√																		

Bachelor Degree Offerings by Program / by College Summer 2023

	Bellevue	Bellingham	Big Bend	Cascadia	Centralia	Clark	Clover Park	Columbia Basin	Edmonds	Everett	Grays Harbor	Green River	Highline	Lake Washington	Lower Columbia	North Seattle	Olympic	Peninsula	Pierce	Renton	Seattle Central	Shoreline	Skagit Valley	South Puget Sound	South Seattle	Spokane	Spokane Falls	Tacoma	Walla Walla	Wenatchee Valley	Whatcom	Yakima			
Education																																			
Early Childhood												√	√	√		√																			
Professional-Technical Education																										√									
Teacher Education				√	√		√			√		√			√				√	√		√									√			√	
Other																																			
Court Reporting and Captioning												√																							
Interior Design	√						√																												
Craft Beverage Management																																			√
Illustration														√																					



BACCALAUREATE DEGREE QUARTERLY UPDATE

Dr. Valerie Sundby
Director, Transfer Education

January 31, 2024



BACHELOR DEGREE LEGISLATION

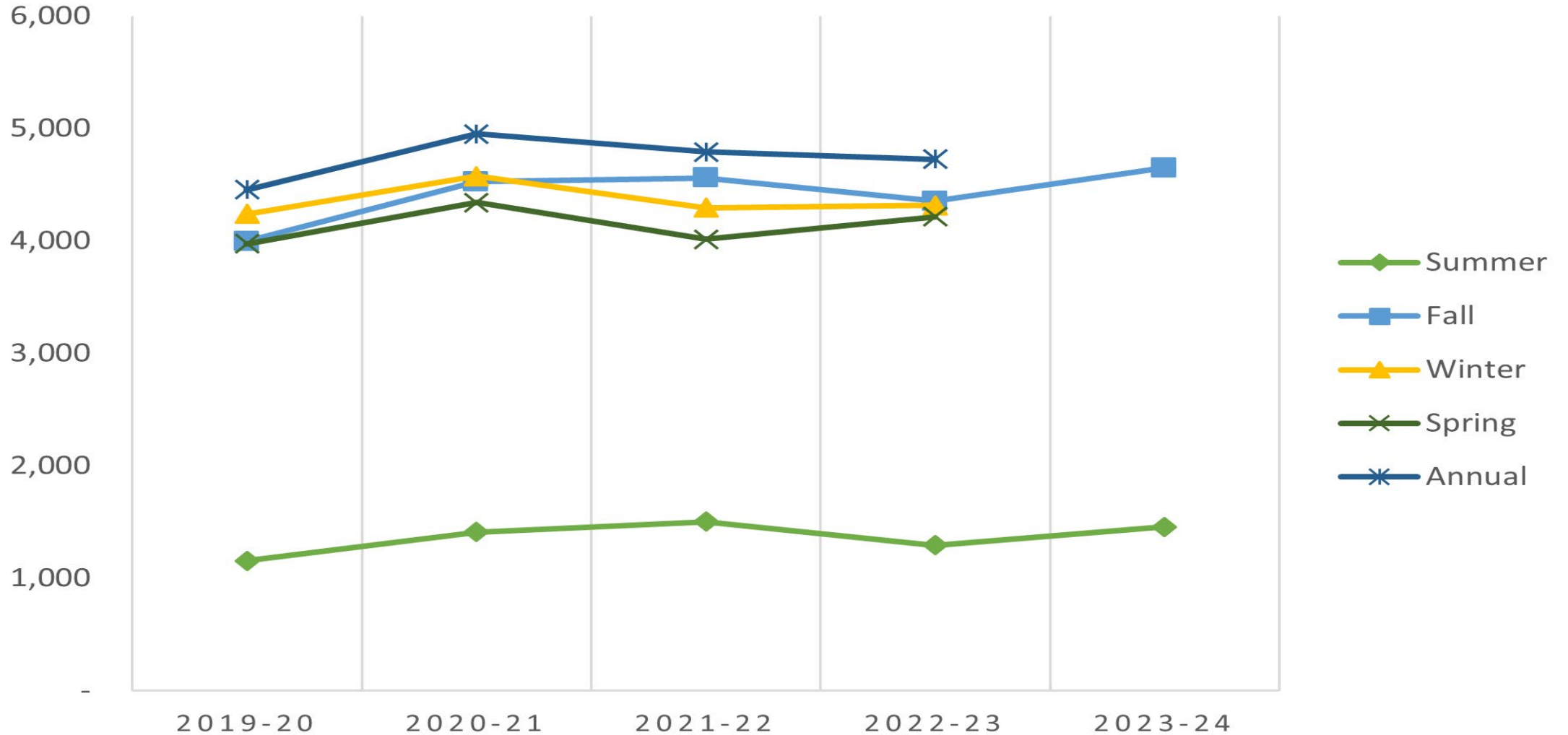
- HB 1744-(2005): The State Board was given authority to pilot programs at designated community and technical colleges to offer Bachelor of Applied Science (BAS) programs.
- SB 6355 (2009-2010): Legislation passed allowing for community and technical colleges to offer BAS degree programs. Changed status of BAS degrees from pilot programs to regular programs.
- RCW 28B.50.810 (2012): The State Board is authorized to approve all BAS degree programs offered in the system.
- SB 5928 (2016): Subject to approval by the State Board, Bellevue College was permitted to develop and confer the Bachelor of Science in Computer Science degree.
- SB 5401 (2021): Expanded opportunity for community and technical colleges in Washington to confer Bachelor of Science in Computer Science degrees, upon approval by the State Board.



BACHELOR'S PROGRAMS STATISTICS

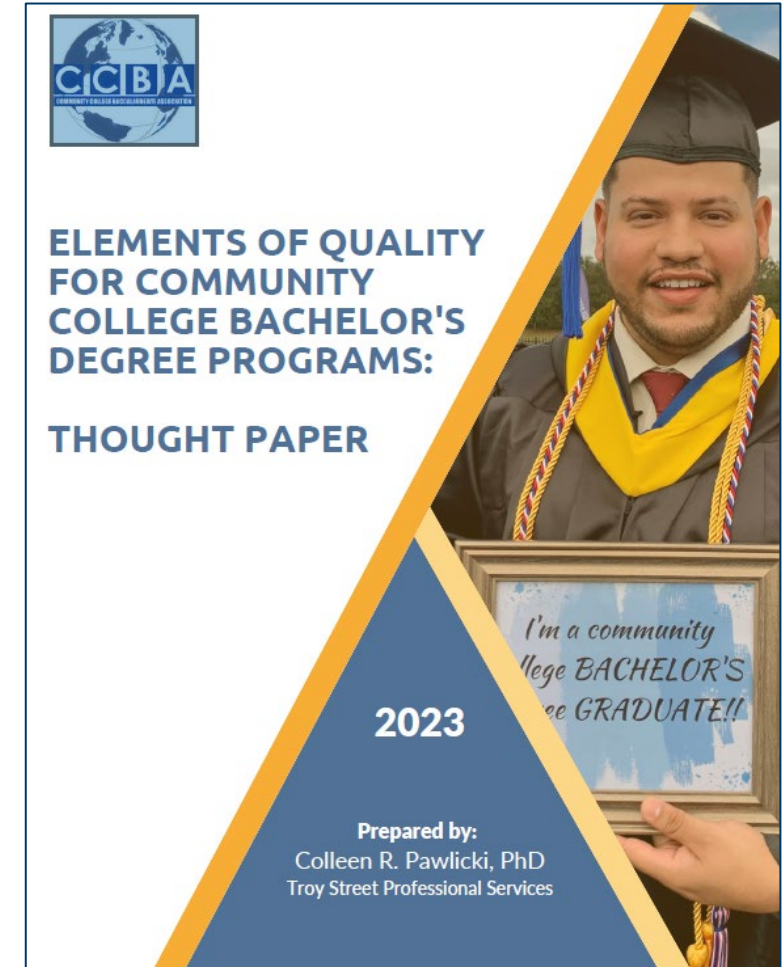
- 161 approved bachelor's degree programs at 33 colleges, including 11 Bachelor of Science in Computer Science Programs
- Fall 2023 enrollments are up by 7 percent (+296 FTES).
- New proposals that are in process tend towards technology, behavioral health, and education.

ENROLLMENT TRENDS



NATIONAL QUALITY FRAMEWORK

- The Community College Baccalaureate Association published a thought paper on elements of quality for community college bachelor's degrees.
- We will review and consider their findings and recommendations as we propose revisions to our bachelor's degree approval process.





NINE ELEMENTS OF QUALITY

1. High level of learning
2. Equitable access and outcomes
3. Affordability
4. Flexibility
5. Experiential learning
6. Industry partnership and collaboration
7. Student services
8. Regional labor market significance and alignment
9. Evaluation: Evidence-based programs and practices



STATEMENTS OF NEED



SHORELINE COMMUNITY COLLEGE AND EVERETT COMMUNITY COLLEGE – BACHELOR OF SCIENCE IN COMPUTER SCIENCE

- This collaborative proposal will build on both institutions' rich backgrounds in computer science and existing associates degrees.
- The program will serve students in North King and Snohomish counties.
- The program brings a focus on project-based learning and aims to bridge the gap between theoretical knowledge and practical application, responding directly to the demands of the local tech economy.
- The faculty involved in this program development have been leaders in the equity workgroup working to redesign computer science curriculum.



OLYMPIC COLLEGE – BACHELOR OF SCIENCE IN COMPUTER SCIENCE

- This proposed program will help to address the substantial gap in the technology workforce in Kitsap and Mason counties.
- It will serve place-bound and working adult students through flexible curriculum design and scheduling.
- The program will emphasize equity by actively recruiting traditionally underrepresented students and implementing targeted student support mechanisms.



CLOVER PARK TECHNICAL COLLEGE – BACHELOR OF SCIENCE IN COMPUTER SCIENCE AND CYBER-PHYSICAL SOFTWARE ENGINEERING

- The proposed program will serve students in Pierce county and provide a unique opportunity to study computer science in an Industry 4.0 setting.
- The proposed program’s close industry connections, including mechatronics and manufacturing engineering technologies, positions it uniquely among existing programs in the state.
- By offering a pathway to a bachelor's degree in a field notorious for its lack of diversity, CPTC endeavors to contribute to a more inclusive workforce.



PROGRAM PROPOSALS



Bellevue College

- Bachelor of Applied Science in Radiation Therapy
- Located in Bellevue, WA, Bellevue College serves students in east King County.
- This new program will meet the increasing demand for skilled radiation therapists, especially in the wake of a nationwide shortage of healthcare professionals.
- Upon approval, this will be Bellevue College's 15th bachelor's degree.

Clark College

- Bachelor of Science in Computer Science
- Located in Vancouver, WA, Clark College serves students in Clark, Skamania, and Klickitat counties.
- In addition to the core and fundamental computer science skills, Clark College's Bachelor of Science in Computer Science programs also include areas of specialization based local industry trends.
- Upon approval, this will be Clark College's 6th bachelor's degree.

Green River College

- Bachelor of Applied Science in Accounting
- Located in Auburn, WA, Green River College serves students in southeast King County.
- This new program will help address the significant statewide and regional shortage of accountants and auditors by adding qualified job candidates into the talent pipeline.
- Upon approval, this will be Green River College's 10th bachelor's degree.

Peninsula College

- Bachelor of Applied Science in Teacher Education
- Located in Port Angeles, WA, Peninsula College serves students in Clallam and Jefferson counties.
- This program would address the distinct shortage of qualified K-8 educators in the rural regions served by the college.
- Upon approval, this will be Peninsula College's 3rd bachelor's degree.

QUESTIONS?

Dr. Valerie Sundby
Director of Transfer
vsundby@sbctc.edu

CONSENT ITEM (RESOLUTION 24-02-01)

February 1, 2024

Tab 6a

Bellevue College: Bachelor of Applied Science in Radiation Therapy

Brief Description

In September 2014, the State Board adopted a revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program. In 2021, this process expanded to include an approval process for Bachelor of Science in computer science degrees. The final step in the approval process requires State Board action on the college's application to offer the proposed applied baccalaureate degree.

How does this item link to the State Board's Strategic Plan?

In June 2023, the State Board adopted an updated strategic plan, which focuses on four goals: increase access and retention among populations who can benefit the most from college; improve completion and transfer rates for students across all program types; provide flexible career-training options that are responsive to the needs of businesses and industries; and secure resources and develop systemwide strategies to support colleges' financial sustainability and resiliency. Colleges offering baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest demand. Through bachelor level degrees, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults, and ensure community and technical colleges are affordable and accessible for students. Community and technical college bachelor's degree programs provide access for students who have been historically underserved by and had limited access to bachelor's level education. They also meet the local workforce needs and allow students to remain in their home communities.

Background information and analysis

Bellevue College proposes to offer a Bachelor of Applied Science (BAS) in Radiation Therapy beginning in Fall 2024. This comprehensive program is designed to address the evolving needs of the healthcare industry, particularly in the field of radiation therapy. The proposed transition from an Associate in Applied Science (AAS) to a Bachelor's degree aligns with industry demands and emerging trends. This move is strategically positioned to meet the increasing demand for skilled radiation therapists, especially in the wake of a nationwide shortage of healthcare professionals.

This proposed transition from AAS to BAS aligns seamlessly with the mission of Bellevue College, which emphasizes academic excellence and professional development while strengthening the economic, social, and cultural life of its diverse community. By elevating the program to a baccalaureate level, the college signals its commitment to producing highly skilled professionals who can contribute meaningfully to the healthcare sector, aligning with broader institutional goals.

The program's curriculum is thoughtfully structured to provide students with a solid foundation in

radiation therapy, encompassing theoretical knowledge, practical skills, and critical thinking abilities. An analysis of the degree learning outcomes reveals a focus on baccalaureate-level rigor, ensuring that graduates are well-prepared for the challenges of the profession. Additionally, the incorporation of research methodology and a review process for the American Registry of Radiologic Technologists (ARRT) exam underscores the program's commitment to academic excellence and professional development.

The faculty, led by experienced professionals, bring a wealth of expertise to the program. External reviewers emphasized the program's organization, coverage of essential topics, and its potential to produce successful entry-level radiation therapists. The support from the advisory committee, clinical affiliates, oncologists, and alumni emphasizes the program's commitment to meeting industry standards and staying familiar with the needs of the community.

The Statement of Need for Bellevue College's Bachelor of Applied Science Degree in Radiation Therapy was presented during the October 2023 State Board meeting. This will be Bellevue College's fifteenth bachelor's degree.

Recommendation/preferred result

These proposals meet criteria established by statute and Board policy based on staff review and feedback from peer reviewers from the community and technical college system. Staff recommends State Board action on the following:

- Resolution 24-02-01 approving Bellevue College's Bachelor of Applied Science in Radiation Therapy

Policy Manual Change Yes No

Prepared by: Valerie Sundby, director of transfer education
360-704-4338, vsundby@sbctc.edu

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-02-10**

A resolution to approve Bellevue College’s application to offer a Bachelor of Applied Science in Radiation Therapy upon recommendation of the State Board for Community and Technical Colleges staff.

WHEREAS, Engrossed Second Substitute House Bill 2483, passed by the 2012 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve all applied bachelor degree programs offered by community and technical colleges; and

WHEREAS, consistent with the Washington State Legislature’s requirement, the State Board developed objective criteria for the approval of community and technical college applied bachelor degrees; and

WHEREAS, the State Board for Community and Technical Colleges staff found that Bellevue College’s application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the recommendation to authorize Bellevue College’s Bachelor of Applied Science degree in Radiation Therapy;

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board’s Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on February 1, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

CONSENT ITEM (RESOLUTION 24-02-02)

February 1, 2024

Tab 6b

Clark College: Proposed Bachelor of Science in Computer Science

Brief Description

In September 2014, the State Board adopted a revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program. In 2021, this process expanded to include an approval process for Bachelor of Science in computer science degrees. The final step in the approval process requires State Board action on the college's application to offer the proposed bachelor degree.

How does this item link to the State Board's Strategic Plan?

In June 2023, the State Board adopted an updated strategic plan, which focuses on four goals: increase access and retention among populations who can benefit the most from college; improve completion and transfer rates for students across all program types; provide flexible career-training options that are responsive to the needs of businesses and industries; and secure resources and develop systemwide strategies to support colleges' financial sustainability and resiliency. Colleges offering baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest demand. Through bachelor level degrees, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults, and ensure community and technical colleges are affordable and accessible for students. Community and technical college bachelor's degree programs provide access for students who have been historically underserved by and had limited access to bachelor's-level education. They also meet the local workforce needs and allow students to remain in their home communities.

Background information and analysis

Clark College's Bachelor of Science in Computer Science degree program objective is to provide a high quality and rigorous computer science degree that is more accessible to historically underserved students while meeting local industry needs. The curriculum for Clark College's Bachelor of Science in Computer Science degree program is developed to include courses in fundamentals of computer science, as well as hands-on, real-world projects that introduce and reinforce practical as well as academic skills.

The Bachelor of Science in Computer Science degree program will be structured as a 2+2 program. Students who have completed courses in the first two years of required coursework for the associate degree are eligible to apply to the program. Students with other associate degrees are eligible to apply for the Bachelor of Science degree after demonstrating that they have completed the required courses for the first two years of the program. Students accepted to the program complete the courses listed in the second half of the program to attain their Bachelor of Science in Computer

Science degree.

In addition to the core and fundamental computer science skills, Clark College's Bachelor of Science in Computer Science programs also includes areas of specialization based local industry trends. At minimum, each student will complete two of the following specialization sequences: artificial intelligence, cloud computing, cybersecurity, data science, embedded systems, and mobile computing. The goal of these specialization areas is to provide students the opportunity to explore high-demand areas of computer science. Additionally, if the students find a specialization field of interest, they have the opportunity to explore that area more deeply and further develop their skill.

One of the strategic objectives of Clark College's Bachelor of Science in Computer Science is to increase opportunities for historically underserved student populations. In support of this objective, the program plan calls for expanding outreach to systemically non-dominant student communities. The program continues to emphasize outreach to middle and high schools, leveraging computer science faculty's long history of providing workshops, programming camps, and other hands-on activities to the local schools and in the community as a way of introducing students to computer science education and career opportunities.

Clark College's Statement of Need was presented at the February 2023 board meeting. The Bachelor of Science in Computer Science would be Clark College's sixth bachelor's program.

Recommendation/preferred result

These proposals meet criteria established by statute and Board policy based on staff review and feedback from peer reviewers from the community and technical college system. Staff recommends State Board action on the following:

- Resolution 24-02-02 approving Clark College's Bachelor of Science in Computer Science.

Policy Manual Change Yes No

Prepared by: Valerie Sundby, director of transfer education
360-704-4338, vsundby@sbctc.edu

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-02-02**

A resolution to approve Clark College's application to offer a Bachelor of Science in Computer Science upon recommendation of the State Board for Community and Technical Colleges staff.

WHEREAS, Engrossed Second Substitute House Bill 2483, passed by the 2012 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve all applied bachelor degree programs offered by community and technical colleges; and

WHEREAS, consistent with the Washington State Legislature's requirement, the State Board developed objective criteria for the approval of community and technical college applied bachelor degrees; and

WHEREAS, the State Board for Community and Technical Colleges staff found that Clark College's application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the recommendation to authorize Clark College's Bachelor of Science in Computer Science

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board's Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on February 1, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

CONSENT ITEM (RESOLUTION 24-02-03)

February 1, 2024

Tab 6c

Green River College: Bachelor of Applied Science in Accounting

Brief Description

In September 2014, the State Board adopted a revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program. In 2021, this process expanded to include an approval process for Bachelor of Science in computer science degrees. The final step in the approval process requires State Board action on the college's application to offer the proposed applied baccalaureate degree.

How does this item link to the State Board's Strategic Plan?

In June 2023, the State Board adopted an updated strategic plan, which focuses on four goals: increase access and retention among populations who can benefit the most from college; improve completion and transfer rates for students across all program types; provide flexible career-training options that are responsive to the needs of businesses and industries; and secure resources and develop systemwide strategies to support colleges' financial sustainability and resiliency. Colleges offering baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest demand. Through bachelor level degrees, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults, and ensure community and technical colleges are affordable and accessible for students. Community and technical college bachelor's degree programs provide access for students who have been historically underserved by and had limited access to bachelor's level education. They also meet the local workforce needs and allow students to remain in their home communities.

Background information and analysis

Green River College is proposing a Bachelor of Applied Science in Accounting degree program. This proposed program, which will build on the college's existing Associate in Applied Arts–Accounting program, will help address the significant statewide and regional shortage of accountants and auditors by adding qualified job candidates into the talent pipeline.

This shortage of qualified job candidates in the Puget Sound region and the supply/demand gap were documented and discussed in Green River College's July 6, 2023, Statement of Need. The Statement of Need reveals that the demand for qualified workers with bachelor's degrees in accounting in King and Pierce Counties is more than 17 times the supply of graduates. During the program development process, Green River faculty and staff met with a variety of employers and community stakeholders. A common theme emerged from these meetings - employers need accountants with strong data and business analytics skills. This topic will also be included in the revised Uniform CPA Examination, launching in 2024. Program faculty created a curriculum that

fosters the development of strong data and business analytics knowledge and skills to meet this emerging need.

The proposed Bachelor of Applied Science in Accounting program is designed to prepare students for employment in a variety of accounting and auditing positions, such as: accountant, cost accountant, tax accountant, managerial accountant, auditor, financial auditor, internal auditor, management advisory services consultant, and financial analyst.

The proposed program will enable students to combine their technical associate degree with upper-division credits, resulting in a unique Bachelor of Applied Science degree. This hybrid program will provide instruction and training on topics and skills needed by today's employers, including intermediate accounting, information systems and controls, cost accounting, taxation, and finance, with a strong emphasis on data analytics and business analytics. The program will culminate in an internship or capstone experience.

The proposed program provides a pathway for students who want to attain a valuable industry credential, such as the CPA or CMA (Certified Management Accountant). The proposed program will provide information and guidance for navigating the process of taking the CPA Exam. Due to recent rule changes, many graduates of the proposed program may be eligible to take the CPA Exam in Washington State. In addition to passing the CPA Exam, additional college credits and prescribed work experience are required for CPA licensure. The proposed program will also provide information on the CMA (Certified Management Accountant) certification and the steps involved.

Green River College's Statement of Need was presented at the October 2023 board meeting. The Bachelor of Applied Science in Accounting is positioned to be Green River College's tenth bachelor's degree.

Recommendation/preferred result

These proposals meet criteria established by statute and Board policy based on staff review and feedback from peer reviewers from the community and technical college system. Staff recommends State Board action on the following:

- Resolution 24-02-03 approving Green River College's Bachelor of Applied Science in Accounting.

Policy Manual Change Yes No

Prepared by: Valerie Sundby, director of transfer education
360-704-4338, vsundby@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-02-3

A resolution to approve Green River College's application to offer a Bachelor of Applied Science in Accounting upon recommendation of the State Board for Community and Technical Colleges staff.

WHEREAS, Engrossed Second Substitute House Bill 2483, passed by the 2012 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve all applied bachelor degree programs offered by community and technical colleges; and

WHEREAS, consistent with the Washington State Legislature's requirement, the State Board developed objective criteria for the approval of community and technical college applied bachelor degrees; and

WHEREAS, the State Board for Community and Technical Colleges staff found that Green River College's application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the recommendation to authorize Green River College's Bachelor of Applied Science degree in Accounting;

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board's Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on February 1, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

CONSENT ITEM (RESOLUTION 24-02-04)

February 1, 2024

Tab 6d

Peninsula College: Bachelor of Applied Science in Teacher Education

Brief Description

In September 2014, the State Board adopted a revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program. In 2021, this process expanded to include an approval process for Bachelor of Science in computer science degrees. The final step in the approval process requires State Board action on the college's application to offer the proposed applied baccalaureate degree.

How does this item link to the State Board's Strategic Plan?

In June 2023, the State Board adopted an updated strategic plan, which focuses on four goals: increase access and retention among populations who can benefit the most from college; improve completion and transfer rates for students across all program types; provide flexible career-training options that are responsive to the needs of businesses and industries; and secure resources and develop systemwide strategies to support colleges' financial sustainability and resiliency. Colleges offering baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest demand. Through bachelor level degrees, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults, and ensure community and technical colleges are affordable and accessible for students. Community and technical college bachelor's degree programs provide access for students who have been historically underserved by and had limited access to bachelor's level education. They also meet the local workforce needs and allow students to remain in their home communities.

Background information and analysis

Peninsula College proposes to offer a Bachelor of Applied Science (BAS) in Teacher Education beginning in Fall 2024. The Bachelor of Applied Science in Teacher Education (BAS-TE) program at Peninsula College emerges as a strategic response to the increasing demand for qualified K-8 educators in the region. In the rural regions of Clallam and Jefferson counties, there exists a distinct shortage of qualified teachers, particularly in the crucial developmental years of primary education. This scarcity not only compromises the quality of education but also hampers the overall growth and potential of students within these communities. The establishment of the BAS-TE program is strategically aligned with the broader educational goals of Peninsula College, addressing prevalent education gaps. The initiative aligns with the institution's commitment to serving historically underrepresented students, including those from the six tribal nations within the service district.

In terms of program development, Peninsula College has meticulously crafted the BAS-TE curriculum to meet the highest academic standards. The proposed coursework covers critical areas such as

early literacy, family community engagement, and special populations, ensuring that future educators are equipped with the necessary tools to navigate the complexities of modern K-8 education. Furthermore, the comprehensive faculty composition of this program extends to professionals such as faculty counselors with backgrounds in psychology and counseling, ensuring a holistic approach to addressing issues like child abuse, trauma-informed practices, and social-emotional learning.

Moreover, the program's commitment to equity is evident in its open admission policy, ensuring accessibility to education for all qualified applicants. The detailed admissions rubric, including criteria such as cumulative GPA, associate degree completion, and work experience, reinforces the institution's dedication to a fair and transparent selection process.

To support students throughout their academic journey, Peninsula College has established a robust student services plan. From faculty-driven equity committees to dedicated advisors and program recruiters, the college has laid the groundwork to provide students with comprehensive support, ensuring their success in the BAS-TE program. The commitment to a mandatory orientation session, quarterly advising, and access to resources like tutoring, counseling, and veterans' services further emphasizes Peninsula College's dedication to fostering an inclusive and supportive learning environment.

Overall, Peninsula College's BAS-TE program is a testament to the institution's commitment to addressing regional educational needs, promoting diversity and inclusion, and preparing the next generation of highly qualified K-8 educators. The faculty's expertise, the carefully crafted curriculum, and the extensive support services collectively position the program as a cornerstone in advancing education in the rural areas of Clallam and Jefferson counties.

Peninsula College's statement of need was presented at the October 2022 board meeting. The Bachelor of Applied Science in Teacher Education will be Peninsula College's third bachelor's degree.

Recommendation/preferred result

These proposals meet criteria established by statute and Board policy based on staff review and feedback from peer reviewers from the community and technical college system. Staff recommends State Board action on the following:

- Resolution 24-02-04 approving Peninsula College's Bachelor of Applied Science in Teacher Education

Policy Manual Change Yes No

Prepared by: Valerie Sundby, Director of Transfer
360-704-4338, vsundby@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-02-04

A resolution to approve Peninsula College’s application to offer a Bachelor of Applied Science in Teacher Education upon recommendation of the State Board for Community and Technical Colleges staff.

WHEREAS, Engrossed Second Substitute House Bill 2483, passed by the 2012 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve all applied bachelor degree programs offered by community and technical colleges; and

WHEREAS, consistent with the Washington State Legislature’s requirement, the State Board developed objective criteria for the approval of community and technical college applied bachelor degrees; and

WHEREAS, the State Board for Community and Technical Colleges staff found that Peninsula College’s application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the recommendation to authorize Peninsula College’s Bachelor of Applied Science degree in Teacher Education;

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board’s Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on February 1, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

CONSENT ITEM (RESOLUTION 24-02-05)

February 1, 2024

Tab 6e

Bellevue College: Local Capital Expenditure Authority for the Center for Transdisciplinary Learning and Innovation Major Project 40000168

Brief Description

Bellevue College seeks approval to spend up to \$10,000,000 in local funds for design and construction of the Center for Transdisciplinary Learning and Innovation.

How does this item link to the State Board's Strategic Plan?

This project supports student success and retention through relevant and modern facilities.

Background information and analysis

Bellevue College has received \$44,781,000 in state funds for the construction of the Center for Transdisciplinary Learning and Innovation project 40000168.

Due to project delays, required building site changes, program changes, and construction cost escalation, the total estimated cost as currently designed is \$54,744,000, creating a shortfall of \$9,963,000.

Bellevue College's board of trustees approved this expenditure request of up to \$10,000,000 in local reserve funds on May 17, 2023.

Recommendation/preferred result

Staff recommends approval of Resolution 24-02-05 giving Bellevue College authority to spend up to \$10,000,000 in local funds to complete design and construction of the Center for Transdisciplinary Learning and Innovation project 40000168.

Policy Manual Change Yes No

Prepared by: Darrell Jennings, capital budget director
360-704-4382, djennings@sbctc.edu

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-02-05**

A resolution relating to Bellevue College's request to use up to \$10,000,000 in local funds to complete design and construction of the Center for Transdisciplinary Learning and Innovation major project 40000168.

WHEREAS, Bellevue College has received \$44,781,000 in state funds for design and construction of the Center for Transdisciplinary Learning and Innovation project 40000168; and

WHEREAS, due to project delays, building site changes, program changes, and construction cost escalation, the total project cost as currently designed is \$54,744,000; and

WHEREAS, this leaves a funding shortfall of \$9,963,000; and

WHEREAS, Bellevue College's board of trustees approved this expenditure request of up to \$10,000,000 in local reserve funds on May 17, 2023.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Bellevue College authority to spend up to \$10,000,000 in local funds to complete design and construction of the Center for Transdisciplinary Learning and Innovation project 40000168.

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board's Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on February 1, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

CONSENT ITEM (RESOLUTION 24-02-06)

February 1, 2024

Tab 6f

Clark College–Local Capital Expenditure Authority for Installation of Utility Meters on Campus Buildings in Compliance with Clean Buildings Act

Brief Description

Clark College seeks approval to spend up to \$1,300,000 in local funds to install utility submeters on select buildings campus-wide to collect energy consumption data needed to comply with the Washington State Clean Buildings Act.

How does this item link to the State Board’s Strategic Plan?

This project supports student success and retention by providing efficient and modern facilities.

Background information and analysis

Clark College has identified qualifying Tier 1 and Tier 2 buildings with insufficient utility submeters needed for data analysis related to Clean Buildings Act compliance.

Time is of the essence for these meter installations to collect 12 months of energy usage data and identify any needed energy efficiency measures by the required deadlines.

The total project cost is estimated at \$1,300,000.

Clark College’s board of trustees approved this expenditure request of \$1,300,000 in local funds on October 25, 2023.

Recommendation/preferred result

Staff recommends approval of Resolution 24-02-6 giving Clark College authority to spend up to \$1,300,000 in local funds to install utility meters on campus buildings in order to analyze Clean Buildings Performance Standards requirements.

Policy Manual Change Yes No

Prepared by: Darrell Jennings, capital budget director
360-704-4382, djennings@sbctc.edu

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-02-06**

A resolution relating to Clark College's request to use up to \$1,300,000 of local funds to install utility submeters on campus buildings in compliance with Washington State Clean Buildings Act.

WHEREAS, Clark College has identified Tier 1 and Tier 2 buildings with insufficient utility meters needed to collect energy use data in compliance with the Washington State Clean Buildings Act; and

WHEREAS, time is of the essence for meter installations in order to collect energy use data and to identify and complete any energy efficiency measures by the required deadlines; and

WHEREAS, the total project cost is currently estimated at \$1,300,000; and

WHEREAS, Clark College's board of trustees approved the expenditure of \$1,300,000 in local funds for this purpose on October 25, 2023.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Clark College authority to spend up to \$1,300,000 in local funds to install utility submeters for qualifying campus buildings, and

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board's Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on February 1, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

CONSENT ITEM (RESOLUTION 24-02-07)

February 1, 2024

Tab 6g

Renton Technical College: Local Capital Expenditure Authority to Create a Multicultural Center in Building D

Brief Description

Renton Technical College seeks approval to spend up to \$1,013,820 in local funds to renovate a portion of Building D (UFI A05049) for a multicultural center that will include offices, assembly area, conference room, and new exterior entry.

How does this item link to the State Board's Strategic Plan?

This project supports student success and retention by providing engaging and modern facilities.

Background information and analysis

Renton Technical College spent \$23,752 in state funds during the 2021-23 biennium to begin renovations for a multicultural center. The college would like to continue with local funds to complete the scope of work in Building D to better meet the needs of underserved populations and improve academic achievement.

The total project cost is currently estimated to be \$1,037,572.

Renton Technical College's vice president of administration and finance, under delegated authority of the college's board of trustees approved this expenditure request of \$1,013,820 in local funds on March 15, 2023

Recommendation/preferred result

Staff recommends approval of Resolution 24-02-07 giving Renton Technical College authority to spend up to \$1,013,820 in local funds to renovate a portion of Building D (UFI A05049) for a multicultural center.

Policy Manual Change Yes No

Prepared by: Darrell Jennings
360-704-4382, djennings@sbctc.edu

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-02-07**

A resolution relating to Renton Technical College's request to use up to \$1,013,820 in local funds to create a multicultural center in building D.

WHEREAS Renton Technical College plans to create a multicultural center to better meet the needs of their underserved populations and improve academic achievement for all students; and

WHEREAS The college spent \$23,752 in state funds during the 2021-23 biennium to begin renovations for a multicultural center in building D (UFI A05049); and

WHEREAS, the renovations as currently designed will include offices, an assembly area, conference room and a new exterior entry with a total estimated cost of \$1,037,820; and

WHEREAS, Renton Technical College's vice president of administration and finance, under delegated authority of the college's board of trustees approved this expenditure request of \$1,013,820 in local funds on March 15, 2023; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Renton Technical College authority to spend up to \$1,013,820 in local funds to create a multicultural center in building D (UFI A05049).

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board's Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on February 1, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

CONSENT ITEM (RESOLUTION 24-02-08)

February 1, 2024

Tab 6h

Highline College: Local Capital Expenditure Authority for Building 29 Chiller Replacement

Brief Description

Highline College seeks approval to spend up to \$1,000,000 in local funds to demolish the existing chiller in building 29 and install new chiller with updated direct digital controls.

How does this item link to the State Board's Strategic Plan?

This project supports student success and retention through efficient and modern facilities.

Background information and analysis

Highline College currently has \$1,000,000 in state Minor Works Program funds to replace the existing chiller in Building 29 that is currently out of service. This is a 78,000 square foot instructional building with science labs and classroom space.

The college would like to maximize this opportunity to install the most energy efficient equipment by entering into an Energy Savings Performance Contract. The total estimated project cost is \$2,000,000.

Highline College's vice-president of administrative services, under delegated authority of the college's board of trustees approved this local capital expenditure request of \$1,000,000 on January 8, 2024.

Recommendation/preferred result

Staff recommends approval of Resolution 24-02-08 giving Highline College authority to spend up to \$1,000,000 in local funds to demolish and replace the out of service chiller in Building 29.

Policy Manual Change Yes No

Prepared by: Darrell Jennings, capital budget director

360-704-4382, djennings@sbctc.edu

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-02-08**

A resolution relating to Highline College’s request to use up to \$1,000,000 in local funds to demolish and replace existing chiller in Building 29 with new chiller and updated direct digital controls.

WHEREAS, Highline College currently has \$1,000,000 in state Minor Works Program funds to replace existing chiller in Building 29 that is out of service; and

WHEREAS, the college would like to maximize the opportunity to replace this existing equipment with a modern and efficient chiller by entering into an Energy Savings Performance Contract; and

WHEREAS, the total project is now estimated to be \$2,000,000; and

WHEREAS, Highline College’s vice-president of administrative services, under delegated authority of the college’s board of trustees approved this local capital expenditure request of \$1,000,000 on January 8, 2024.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Highline College authority to spend up to \$1,000,000 in local funds to demolish and replace the out of service chiller in Building 29; and

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board’s Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on February 1, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

CONSENT ITEM (RESOLUTION 24-02-09)

February 1, 2024

Tab 6i

Columbia Basin College: Local Capital Expenditure Authority Increase for North HUB Parking Lot Repairs

Brief Description

Columbia Basin College seeks approval to spend up to an additional \$850,000 in local funds to complete resurfacing and striping of the North HUB parking lot.

How does this item link to the State Board's Strategic Plan?

This project supports student success and retention through safe and modern facilities.

Background information and analysis

Columbia Basin College received authority to spend up to \$550,000 in local funds by the State Board executive director on October 17, 2023, for a project to resurface and stripe the North HUB parking lot. This work will preserve the parking lots and roads and make them safer for students, faculty, and staff.

Final bid results indicate an estimated total project cost of \$1,400,000 creating a shortfall of \$850,000.

Columbia Basin College's board of trustees approved local capital expenditure request authority for parking lot repairs in their fiscal year 2024 capital project plans on August 18, 2023.

Recommendation/preferred result

Staff recommends approval of Resolution 24-02-09 giving Columbia Basin College authority to spend up to an additional \$850,000 in local funds to resurface and stripe the North HUB parking lot.

Policy Manual Change Yes No

Prepared by: Darrell Jennings, capital budget director

360-704-4382, djennings@sbctc.edu

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-02-09**

A resolution relating to Columbia Basin College's request to use up to an additional \$850,000 in local funds to resurface and stripe the North HUB parking lot.

WHEREAS, Columbia Basin College received authority to spend up to \$550,000 in local funds from the State Board executive director on October 17, 2023, to resurface and stripe the North HUB parking lot; and

WHEREAS, final bid results estimate a total project cost of \$1,400,000 causing a shortfall of \$850,000; and

WHEREAS, Columbia Basin College's board of trustees approved local capital expenditure request authority for parking lot repairs in their fiscal year 2024 capital project plans on August 8, 2023.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Columbia Basin College authority to spend up to an additional \$850,000 in local funds to resurface and stripe the North HUB parking lot; and

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board's Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on February 1, 2023

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

CONSENT ITEM (RESOLUTION 24-02-10)

February 1, 2024

Tab 6j

Contract for Software Licensing and Implementation Services

Brief Description

SBCTC, on behalf of the entire Community and Technical College System, is part of the Office of Financial Management's (OFM) transition from the Automated Financial Reporting System (AFRS) to the new One Washington system. To accomplish this, the SBCTC wishes to enter a contract with Oracle Corporation for software tools and technical services to automate the process of extracting, reformatting, and uploading information to the One Washington System.

How does this item link to the State Board's Strategic Plan?

This project is part of an ongoing set of activities that secure resources and develop systemwide strategies to support colleges' financial sustainability and resiliency. It is also necessary to comply with OFM requirements for State Agency fiscal reporting.

Background information and analysis

One of the duties of the State Board for Community and Technical Colleges is to aggregate the financial data produced by the system colleges and enter it into the OFM's financial system. Currently that system is called the Automated Financial Reporting System (AFRS). The AFRS system is over 30 years old. It needs modernizing to meet the requirements of state agencies.

Investigations into the replacement of AFRS started as early as 2013 when the legislature authorized and funded a business case and analysis. In 2019, the Washington State Legislature began funding the implementation of project to convert the mainframe/COBOL based AFRS to a modern Enterprise Resource Management System. After a feasibility study, OFM chose to implement WorkDay as the new software system and branded its implementation One Washington. This is like the project that our college system undertook to convert from Legacy to ctcLink by implementing PeopleSoft.

OFM is in phase 1A of this project, which is focused on converting financial data from state agencies into the new One Washington system. Unfortunately, the timing of this change is right on the heels of our college system's implementation of ctcLink. During our conversion, we implemented programming customizations to move data from our new ctcLink system to OFM's AFRS. Now we are required to provide that data into the new One Washington System.

We have a preliminary date of May 2024 for the first round of data conversions from ctcLink to One Washington.

After research and study, both the Deputy Executive Directors in the Business Operations and Information Technology Divisions are recommending an approach that moves away from custom coding inside ctcLink to an approach that uses an enterprise grade Extract-Transform-Load tool to query data, transform it into a format the One Washington can understand, and load it to the One

Washington system. Moving forward in this manner results in several benefits, including matching up to the new ctcLink Improvement Plan goal of eliminating as many customizations as possible inside ctcLink. The separation of the data extract-transform-load process from the programming and processing support area to the data reporting area is also a more sustainable long-term path for ctcLink support.

The chart below shows the costs per year during the duration of the contract to license and implement the Enterprise Data Management software from Oracle.

ITEM	FY2024	FY2025	FY2026	FY2027	FY2028
Enterprise Data Manager License and Service	\$237,600	\$237,600	\$237,600	\$237,60	\$237,600
Software Implementation and Consulting	\$351,900	\$0	\$0	\$0	\$0
Oracle PaaS and IaaS Credits*	\$100,000**	\$0	\$0	\$0	\$0
Estimated Sales Tax	\$75,900	\$47,600	\$47,600	\$47,600	\$47,600
Totals	\$765,400	\$285,200	\$285,200	\$285,200	\$285,200
** PaaS and IaaS credits are not charged unless used. * PaaS = "Platform as a Service" and IaaS = "Infrastructure as a Service"					

OFM has provided FY2024 funding for conversion activities at most state agencies, including SBCTC. We would use that funding and some planned reserves held by SBCTC to fund the software and implementation for FY2024 and FY2025. In Future fiscal biennia, OFM has indicated that they expect agencies will request maintenance level increases in base budgets to reflect ongoing costs of One Washington maintenance.

The contract for this software and service has risk mitigation clauses that include a fixed/no greater than price for implementation services, and the ability to terminate the contract due to funding constraints. The costs under this contract will be billed quarterly in arrears.

Recommendation/preferred result

Staff recommends approval of Resolution 24-02-10 giving the Executive Director the authority to enter into a five-year contract with Oracle Corporation to license and implement software for automating data uploads to One Washington.

Policy Manual Change Yes No

Prepared by: Choi Halladay, deputy executive director, business operations
 360-704-4303, challaday@sbctc.edu

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-02-10**

A resolution relating to the State Board for Community and Technical College's request to enter into a contract with Oracle Corporation to license and implement software necessary for One Washington Data conversion.

WHEREAS The Office of Financial Management is implementing a new Enterprise Resource Planning System called One Washington; and

WHEREAS One Washington requires financial information to be uploaded from ctcLink in a different format and method than the current Automated Financial Reporting System; and

WHEREAS, the finance and information technology staff at SBCTC have researched and recommended a software tool to help automate this process; and

WHEREAS, sufficient funding exists to license and pay for the recommended software; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to negotiate and enter into a five-year agreement with Oracle America, Incorporated, with a total five-year value not to exceed \$1,906,200, to license and implement software and services necessary for SBCTC to comply with Office of Financial Management's new One Washington financial data requirements.

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board's Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on February 1, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

STATE BOARD MEETING MINUTES

Chelsea Mason-Placek, chair // Martin Valadez, vice chair // Ben Bagherpour // Crystal Donner // Phyllis Gutiérrez Kenney // Mack Hogans // Jay Reich // Kady Titus // Fred Whang

Paul Francis, executive director // Julie Walter, executive assistant

Statutory Authority: Laws of 1991, Chapter 28B.50 Revised Code of Washington

Study Session: Wednesday, Oct. 18, 2023 // 1 p.m. to 5 p.m.

Regular Meeting: Thursday, Oct. 19, 2023 // 9 a.m. to 12:20 p.m.

South Seattle College Georgetown Campus: 6737 Corson Avenue South, Seattle, WA

State Board Members Present: Ben Bagherpour, Crystal Donner, Phyllis Gutiérrez Kenney, Chelsea Mason-Placek, Jay Reich, Kady Titus, Martin Valadez, Fred Whang

State Board Members Absent: Mack Hogans

The State Board held a study session on Oct. 18 from 1 p.m. to 5 p.m. The board was provided a campus tour and demonstrations on apprenticeship programs, discussed the 2023 and 2024 ACCT Leadership Congresses, and received the bachelor's degree quarterly update including degree statements of need from:

- Bellevue College: Bachelor of Applied Science in Radiation Therapy
- Green River College: Bachelor of Applied Science in Accounting
- Walla Walla Community College: Bachelor of Applied Science in Teacher Education

Welcome

Chair Mason-Placek called the meeting to order at 1 p.m. and welcomed those present.

Establish a Quorum and Adoption of Agenda

Chair Mason-Placek noted that a quorum was present and requested a motion to adopt the agenda.

Motion: Moved by Board Member Reich, seconded by Board Member Whang and unanimously approved by the board, the adoption of the Oct. 19, 2023 regular meeting agenda.

Approval of Consent Agenda

- a. Olympic College: Bachelor of Applied Science in Behavioral Healthcare
Resolution 23-10-31
- b. South Puget Sound Community College: Bachelor of Science in Computer Science
Resolution 23-10-32
- c. Grays Harbor College: Bachelor of Science in Computer Science
Resolution 23-10-33
- d. Spokane Community College: Bachelor of Applied Science in DevOps Engineering
Resolution 23-10-34

- e. Bellevue College: Local Capital Expenditure Authority for C-building Student Activities Areas and Restroom Renovations
Resolution 23-10-35
- f. Bellevue College: Local Capital Expenditure Authority for Greenhouse (UFIA06673) Demolition and New Construction of Greenhouses and Learning Center Space
Resolution 23-10-36
- g. Lake Washington Institute of Technology: Redmond Campus Easements to Private Developer
Resolution 23-10-37
- h. Lake Washington Institute of Technology: Local Expenditure Authority for Early Learning Center Construction
Resolution 23-10-38
- i. Olympic College: Local Capital Expenditure Authority for Poulsbo Campus Allied Health Program Renovations
Resolution 23-10-39
- j. Pierce College: Increase Local Capital Expenditure Authority for Olympic South Building Asbestos Abatement and Program Renovations
Resolution 23-10-40
- k. South Puget Sound Community College: Local Capital Expenditure Authority for Building 27 Student Services Renovation
Resolution 23-10-41
- l. June 29, 2023, State Board Meeting Minutes
- m. Aug. 30, 2023, State Board Special Meeting Minutes

Motion: Moved by Board Member Reich, seconded by Board Member Whang and unanimously approved by the board, the adoption of the Oct. 19, 2023 consent agenda.

Public Comments

- Jacqui Cain, vice-president, contingent faculty, AFT-WA

State Board Bylaws (Resolution 23-10-41)

Chair Mason-Placek proposed forming a Bylaws Review Committee to review the current bylaws, which were last updated in September 2013, to ensure they reflect the best way for the board to govern as it sets the strategic direction for the community and technical college system.

Motion: Moved by Board Member Reich, seconded by Board Member Fred Whang and unanimously approved by the board, the adoption of Resolution 23-10-41 establishing the Bylaws Review Committee.

2024 Legislative Agenda and Priorities Preview

The primary focus entering the 2024 legislative session is the system's supplemental operating and capital budget requests.

The 2024 operating budget request will help Washingtonians in local communities find opportunities in computer science bachelor's degree education and provide students in professional-technical programs cost savings by expanding Washington's award-winning open-source library.

The 2024 supplemental capital request seeks to begin the important work of equipping our community and technical college infrastructure with needed monitoring to meet state energy performance standards and reduce greenhouse gas emissions. The projects will create healthy and safe facilities where people of all ages and backgrounds can learn skills for a tight and changing job market.

Arlen Harris, legislative director, introduced Sam Herriot, government relations liaison. Arlen and Sam provided a review of the supplemental budget requests approved by the Board in August and briefly discussed other possible issues facing the 2024 legislative session.

2020-30 Strategic Action Plan Implementation: Accountability

The Strategic Action Plan Task Force briefly reviewed the three focus areas of the Strategic Action Plan and presented its recommendations for going forward and provided some concluding thoughts.

Recommendations going forward:

- The Strategic Action Plan will be a component of every State Board meeting agenda as it is fundamental to your work and the success of our entire system and state.
- Data availability and analysis — either preliminary or final — will drive the sequencing for updates at each board meeting.
- Staff will provide updated data in advance of each meeting in the meeting packet in an easily understandable format. To the greatest extent possible, staff will work to fully analyze and identify implications of disaggregated data, including by race and ethnicity.
- Upon agreement by the State Board chair, each meeting will focus on one or two forward-learning strategies related to the metrics. The preference is to discuss strategies that are new to the 2023 updated plan.
- To the greatest extent possible, topics would be based upon known dates of data availability schedules.

Concluding thoughts:

- The board's June revision to the Strategic Action Plan was a good first step.
- The board wants to be data-informed and evidence-based in its decision making.
- The board's goal is to limit staff presentation during board meetings and instead focus on discussion and idea generation.
- Regular communication with presidents and chancellors, trustees, and other system leaders is critical to the success of the strategic plan.
- The Strategic Action Plan Task Force will continue to meet to guide this work and provide recommendations and updates to the State Board.

Olympic College Ground Lease with Western Washington University (Resolution 23-10-43)

Olympic College (OC) is seeking approval to negotiate a ground lease with Western Washington University (WWU) to site a new university academic building and cyber range on the Olympic College Poulsbo campus.

Olympic College and WWU's College of Science and Engineering are working together in one of the nation's few community college-to-university cybersecurity program collaborations. WWU's Bachelor

of Science in cybersecurity program is a "2+2" program: Students complete the first two years of the program at Olympic College, earning a transfer degree in cybersecurity. The final two years of the program are completed at WWU, currently offered at OC Poulsbo campus, enables students to complete the requirements for a Bachelor of Science in Cybersecurity.

Currently Olympic College and WWU share a facility at the OC Poulsbo campus that does not meet the future needs of OC or WWU. WWU would like to construct its own dedicated space to expand its offerings at the Olympic College Poulsbo campus. Upon successful negotiating a site, the ground lease will be presented to the board for final approval.

Motion: Moved by Board Member Reich, seconded by Board Member Gutiérrez Kenney and unanimously approved by the board, the adoption of Resolution 23-10-43 authorizing Olympic College to negotiate siting a Western Washington University academic building and cyber range at the Olympic College's Poulsbo campus.

ACT Report

Pat Shuman, ACT president, reported on the following:

- 2023 ACCT Leadership Congress — Building a Legacy: Uplifting Students and Transforming Communities.
- ACT Fall Conference — Reboot, Refresh, and Refine: Trustee Skills for Tumultuous Times.

WACTC Report

Tim Stokes, WACTC president, reported on action taken at the Oct. 6 WACTC Meeting:

- ctcLink financial aid process: The State Board is to contract with a vendor to conduct a central analysis of financial aid processes and to make recommendations for improvements.
- ctcLink common business processes: The system should embrace a uniformed process with the idea that all agencies will follow the same process and will rely on basic PeopleSoft programming without indefinite customization, as much as possible.
- Student success software: Elected to use same tool systemwide.
- Approved WACTC's Operating Budget End-Run Policy.

System Unions Report

Karen Strickland, American Federation of Teachers (AFT), and Sue Nightingale, Washington Education Association (WEA), provided brief overviews of their preliminary legislative agendas.

Executive Director Report

Paul Francis, State Board executive director, reported on the following:

- Bellingham Technical College's Campus Center Building emergency repair request.
- State Board office staffing updates.

Board Discussion and Chair's Report

Chair Mason-Placek thanked the board members for their time and State Board staff for their presentations.

Adjournment/next meeting

There being no further business, the State Board adjourned its Oct. 19, 2023 regular meeting at 12:20 p.m. The State Board Retreat will be held Nov. 8-9, 2023 at Alderbrook. The next regular meeting will be Dec. 6-7, 2023, via Zoom.

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

STATE BOARD MEETING MINUTES

Chelsea Mason-Placek, chair // Martin Valadez, vice chair // Ben Bagherpour // Crystal Donner // Phyllis Gutiérrez Kenney // Mack Hogans // Jay Reich // Kady Titus // Fred Whang

Paul Francis, executive director // Julie Walter, executive assistant

Statutory Authority: Laws of 1991, Chapter 28B.50 Revised Code of Washington

Regular Meeting: Thursday, December 7, 2023 // 9:30 a.m. to 4:30 p.m.

Zoom

Welcome

Chair Mason-Placek called the meeting to order at 9:30 a.m. and welcomed those present.

Establish a Quorum and Adoption of Agenda

Chair Mason-Placek noted that a quorum was present and requested a motion to adopt the agenda.

Motion: Moved by Vice Chair Valadez, seconded by Board Member Bagherpour and unanimously approved by the board, the adoption of December 7, 2023 regular meeting agenda.

Approval of Consent Agenda

- a. Recognition of Chris Bailey, President, Lower Columbia College
Resolution 23-12-4
- b. State Board Meeting Dates
Resolution 23-12-45

Motion: Moved by Board Member Reich, seconded by Board Member Whang and unanimously approved by the board, the adoption of the December 7, 2023 consent agenda.

Public Comments

- Sallie Davis, Bellingham Technical College

Board Retreat – Revisiting Priority Issues

Board members reviewed outcomes from the annual retreat held on November 8-9 in Union, Washington, and discussed the State Board’s role in moving the system’s strategic plan forward.

Emergency Funding for Bellingham Technical College (Resolution 23-12-46)

Bellingham Technical College is requesting \$21,068,000 in new state funding and the authority to spend up to \$1,200,000 in local funds for emergency repairs to the Campus Center Building. The college would be reimbursed for up to \$1,200,000 of its local fund expenditures from the state funding if the Legislature provides the state funding as requested.

In accordance with State Board Policy 6.60.10, State Board staff have already allocated \$500,000 from the system's emergency repair pool funding and the college has contributed a match of \$113,560. Per the State Board management procedure for emergency capital reserves, if the cost of an emergency repair exceeds \$500,000, the State Board may elect to provide the allocation and seek additional funding from the legislature.

The State Board adopted its 2023-25 capital request in resolution 22-05-24. As it has for many years, this request prioritized emergency funding above all other capital needs. The State Board adopted its 2024 supplemental request in resolutions 23-08-35. The supplemental request was for projects to help colleges meet the intent of the new Clean Buildings Performance Standard and the next two major projects from the pipeline.

Consistent with past practices and the emergency funding State Board policy, the request for \$21,068,000 would, upon State Board approval, be prioritized at the top of the system's 2024 supplemental request.

Additionally, Bellingham Technical College needs \$1,200,000 in local spending authority to fund the preconstruction work in advance of the construction appropriation by the Legislature to expedite the work as quickly as possible. If funded as requested, the college would be reimbursed for the \$1,200,000 in local expenditures.

Bellingham Technical College's Board of Trustees has supported this project throughout and will be taking formal action on this request at its regularly scheduled December 14, 2023 meeting.

MOTION: Moved by Board Member Reich, seconded by Vice Chair Valadez, and unanimously approved by the board, the adoption of Resolution 23-12-46 supporting the Emergency Funding for Bellingham Technical College

Tribal Partnership Update

Irene Shaver, climate solutions program administration, provided an update on the following:

Achievements 2022-2023

- Launched two pilot programs at Spokane Community College (SCC) and Grays Harbor College (GHC) and awarded funding from Perkins Special Projects to hire a Tribal navigator at each college.
- Led a retreat for Tribal scholars and college faculty and staff to co-design this program.
- Created a 25-episode video-based Tribal curriculum showcasing Tribal stewardship and climate solutions in action through interviews with Tribal scholars from the Makah, Quinault, Colville, and Spokane Tribes.
- SBCTC's Office of Diversity, Equity and Inclusion graciously funded the curation of a faculty learning community curriculum by Maya Esquivido, *Nor Rel Muck Wintu - Hupa* (MSW), SBCTC Tribal Government Affairs.
- Recruited eight faculty from Grays Harbor College and Spokane Community College to participate in the Tribal Stewards Faculty Learning Community.

Next Steps

New Tribal navigators at Grays Harbor College and Spokane Community College started their positions December 1, 2023. Upcoming goals include:

- Identify pilot colleges to annually host the faculty learning community for the next five years.
- Seek to secure additional funding for continued Tribal curriculum development that showcases Tribal climate solutions and natural resource stewardship across the state.
- Seek funding and develop strategies to engage Tribal leaders and state Tribal liaisons and to hire new Tribal navigators to serve multiple colleges in a region.

Executive Session

Pursuant to RCW 42.30.110, the Board convened in executive session at 12:15 p.m. to discuss potential litigation. The session concluded at 12:45 p.m. No action was taken during the executive session.

Bachelor of Applied Science Programs

Valerie Sundby , director, transfer education, and Joyce Hammer, deputy executive director of education, provide an update on current and emerging work related to community and technical college bachelor's degrees, including:

- An update on national and Washington statistics.
- Strategies for assuring program quality.
- Statewide, regional, and consortium work.
- Upcoming research and emerging topics.

Preview of 2024 Legislative Session

Arlen Harris, legislative director, reported on the following:

2024 Budget Priorities

- 2024 Operating Budget Request
- 2024 Supplemental Capital Request

2024 Legislative Issues

- Mental health support for students
- Support for student basic needs: addressing food and housing insecurity
- Financial aid: Washington College Grant expansion
- Dual credit: Running Start and College in the High School

Open Education Update

Boyoung Chae, open education policy associate, reported that the State Board's Open ProfTech project has been awarded grant funding under the fiscal year 2023 Open Textbook Pilot Program by the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education. The project has received an additional grant of \$2.1 million. Combined with the \$1.8 million received in 2021, this results in a total grant amount of \$3.9 million.

Guided Pathways Update

Monica Wilson, director of Student Success Center, provided an update on our college system's progress in implementing Guided Pathways.

Washington's community and technical colleges have been implementing practices across the Guided Pathways framework since 2015 with funding and technical assistance from the American Association of Community Colleges. In 2016, College Spark Washington provided additional implementation funding for two cohorts of five colleges, resulting in over a third of the community and technical college system becoming early adopters of the framework. The state Legislature provided additional funds for planning grants and full implementation of the framework beginning in 2019. In 2023, the system was awarded \$40.4 million to continue implementation efforts.

Colleges across the state have engaged in a wide variety of Guided Pathways activities, including:

- Hiring advisors, counselors, coaches, educational planners, and retention/completion managers.
- Creating "welcome centers" that feature newly designed intake processes and orientations for new students.
- Providing professional development for student support services staff to ensure they have the knowledge and resources needed to implement high-impact practices.
- Investing in faculty engagement, with colleges providing release time for faculty to collaborate on the development of alternative placement practices, co-requisite courses, and exploratory experiences for students. Faculty have also revised and aligned college, pathway, and course outcomes.
- Developing courses and opportunities that allow students to explore programs and careers within and across pathways.
- Using technology and data analytics to monitor student progress, refine pathways, evaluate the use of resources, and enhance the overall data literacy of the colleges.

SBCTC has been working closely with the Washington State Institute for Public Policy to produce an initial evaluation of early momentum metrics due to the Legislature in March 2024.

FAFSA Aid Simplification

Yokiko Hayashi-Saguil, student services policy associate, presented on changes to the Free Application for Federal Student Aid (FAFSA) which will take effect by December 31, 2023. The changes were designed to make it easier for students to apply for financial aid by significantly reducing the number of questions on the FAFSA. The law also includes important changes in the formula that determines the amount of financial aid for which students may be eligible.

ctcLink Improvement Plan

Grant Rodeheaver, deputy executive director of information technology, and Choi Halladay, deputy executive director of business operations, presented on the following:

- Current challenges of ctcLink
- Current college environment challenges
- Goals and elements of the improvement plan

ACT Update

Pat Shuman, ACT President, provided an update on the Fall Conference and New Trustee Orientation held on November 16-17, 2023. Upcoming ACT events include a reception for the WA state delegation on February 8, 2024, and the Spring Conference on May 2-3, 2024.

WACTC Report

Tim Stokes, WACTC president, reported on the November WACTC meeting.

Labor Report

- Sue Nightingale, Washington Education Association (WEA), and Becky Stephens, Washington Federation, stated that employees support the Bellingham Technical College improvement plan.

Executive Director Report

Paul Francis, executive director, reported on the following:

- Aspen Prize
- Senate Human Services Committee
- Legislative Reports
- Nursing Bill 5572

Chair's Report

- Chair Mason-Placek thanked the Board members for their time and State Board staff for their presentations.

Adjournment/next meeting

There being no further business, the State Board adjourned its December 7, 2023, meeting at 4:20 p.m. The next meeting will be January 31-February 1, 2024, at the State Board Office.

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

REGULAR ITEM

February 1, 2024

Tab 7

Review of the Governor's 2024 Supplemental Budget Proposals

Brief Description

Governor Inslee's 2024 supplemental operating and capital budget proposals, released in December 2023, serve as a mid-way update to the state's two-year 2023-25 budgets. In this study session, staff will review the key investments the governor made for the community and technical college system in the 2024 supplemental.

How does this item link to the State Board's Strategic Plan?

This review allows the State Board to examine how closely the governor's budget proposals align with the system operating and capital budget requests. These common priorities become important talking points with the House and Senate as they develop their budget proposals in the coming weeks. Resources provided in the 2024 supplemental budgets provide the means to make progress on the State Board's vision and strategic plan to achieve educational equity, improve completion rates, and increase access and retention.

Background information and analysis

The State Board approved the college system's operating and capital budget requests in August 2023. The governor's budget proposals, released just before legislative session, are the second step in the biennial budget process. House and Senate fiscal committee chairs are expected to release their capital and operating budgets in late February 2024. The 60-day legislative session is scheduled to end on March 9, 2024. Typically, the final legislative budgets are adopted in the last days of the session. The governor has 30 days to sign the budget bills and may include certain section vetoes.

Capital Budget Request

The Legislature considers a supplemental capital budget during even years of a biennium to address technical corrections to the biennial budget and for urgent priorities that cannot wait until the next biennial budget. The Legislature generally appropriates most of its available capital funding for projects in the biennial budget, reserving just a small amount available for the supplemental. For the 2024 supplemental capital budget, the Legislature reserved approximately \$94 million in new bond capacity.

The State Board adopted its 2024 supplemental capital request with resolution 23-08-35 as recommended by college presidents. The supplemental capital request was then amended by resolution 23-12-46, placing an emergency request to fund repairs at Bellingham Technical College Campus Center building as the highest priority. The total request by the State Board was

\$122,228,000, and for \$2,000,000 in local spending authority for Renton Technical College.

The governor’s proposed budget includes \$30,652,000 for the State Board, funding the top four requests in priority order. The governor’s budget proposal consists of \$19,384,000 in state bonds, and \$11,268,000 in Climate Commitment Act funding and authorization for of the \$2,000,000 in local spending authority through a Certificate of Participation.

Below is a side-by-side comparison of the system’s request and the governor’s supplemental capital budget proposal.

SBCTC Request - Governor's Proposed Budget Comparison

Priority	College	Funding Phase	Description	SBCTC Request Amount	Governor Proposal Amount	Proposal / Request
1	Bellingham TC	Campus Center Emergency Repairs	Design & Construct	\$ 19,384,000	\$ 19,384,000	100%
2	Statewide	CBPS SBCTC Statewide Utility Submeters for Clean Buildings Act	Design & Construct	\$ 8,544,000	\$ 8,544,000	100%
3	Statewide	HB 1390 - Decarbonization Planning	Planning	\$ 724,000	\$ 724,000	100%
4	Statewide	CTC Energy Efficiency Program	Grant program	\$ 2,000,000	\$ 2,000,000	100%
5	Lower Columbia	Center for Vocational and Transitional Studies	Construction	\$ 43,704,000	\$ -	0%
6	Columbia Basin	Performing Arts Building Replacement	Design & Construct	\$ 47,876,000	\$ -	0%
Total of new appropriations for community and technical colleges:				\$ 122,232,000	\$ 30,652,000	25%

**Certificates of Participation
Request for Local Financing Authority**

College	Funding Phase	Description	SBCTC Request Amount	Governor Proposed Budget
Renton TC	Building J Renovation	Design & Construct	\$ 2,000,000	Included

Operating Budget Request

Supplemental operating budget requests should focus on high priority emergent needs, corrections to the biennial operating budget, and new or expanding policies that are consistent with Governor Inslee’s highest priorities. The State Board’s 2024 supplemental operating budget request was developed with these considerations in mind.

Strengthening the Computer Science Workforce (\$9 million)

Our college system proposes to create at least 15 more Bachelor of Science in Computer Science programs as authorized by the Legislature in 2021 (SB 5401). The demand for high-tech workers in Washington is high. Expanding access to computer science bachelor’s degrees would help fill skill gaps for Washington employers and provide community and technical college students – half of whom are students of color—access to these in-demand degrees within their local communities.

Governor Inslee’s 2024 Supplemental Operating Budget Proposal

While the governor’s proposed higher education investment did not include expanding access to computer science bachelor’s degrees it did support other community and technical college programs currently in need or expecting growth.

Integrating Climate Solutions Curriculum (\$950,000)

Continuation of the one-time funding provided in fiscal year 2023 to support the integration of climate education and training into professional technical programs across Washington community and technical colleges, including developing new curricula and workforce training partnerships with Tribes. The training prepares students for well-paying jobs in the green economy, gives them skills to create equitable community-based solutions, and helps reduce greenhouse gas emissions and the impacts of climate change.

During their regularly scheduled meetings on January 5, 2024, the Joint Legislative Committee (made up of State Board members, trustees, and presidents) and Washington Association of Community and Technical Colleges approved adding this item to our system one-pager request.

Career Launch Enrollment Expansion (\$5.25 million)

Increase funding for expansion of career launch programs, with \$1.5 million earmarked for climate related programs. Career Connect Washington enrollment forecast indicates growth for career launch programs starting in fiscal year 2025.

Refugee Education Increases (\$1 million)

Increase funding for expansion of existing programming to accommodate refugees and immigrants.

Early Achievers (\$2.4 million)

Funding to support and increase the capacity of the Early Achievers Grant point of contact personnel at our colleges. This position is required by, and currently funded through, the Washington State Department of Children, Youth, and Families to aid students with the scholarship application process, advising, and braiding funding.

Below is a side-by-side comparison of the system’s request and the governor’s supplemental operating budget proposal.

2024 Supplemental Budget Comparison Summary

Includes State General Fund, Education Legacy Account, Workforce Education Investment Account, Climate Commitment Act and Invest in WA

Budget Items	SBCTC Request			Governor's Budget Proposal		
	FY 2024	FY 2025	Biennial Total	FY 2024	FY 2025	Biennial Total
Maintenance Level Subtotal	1,147,658	1,220,697	2,368,355	1,147,669	1,221,028	2,368,697
Policy Level						
All Other Benefit & Central Svs Adj				481	18	499
<u>New Policy Items</u>						
BS in Computer Science		9,000	9,000			0
Integrated Climate Solutions			0		950	950
Career Launch Enrollments			0		3,750	3,750
Career Launch Enrollments - Climate Programs			0		1,500	1,500
Refugee Education Increases			0		1,000	1,000
Early Achievers Scholarship Supports			0		2,400	2,400
1500 Jefferson Lease & Relocation Costs One-Time	598		598	598		598
Policy Level Subtotal	598	9,000	9,598	1,079	9,618	10,697
Total Proposed 2024 Supplemental Budget	1,148,256	1,229,697	2,377,953	1,148,748	1,230,646	2,379,394

Updated one-pagers for our 2024 supplemental operating and capital budget requests are attached for reference.

Recommendation/preferred result

No State Board action is needed at this time.

Policy Manual Change Yes No

Prepared by: Darrell Jennings, capital budget director
(360) 704-4382, djennings@sbctc.edu

Stephanie Winner, operating budget director
(360) 704-1023, swinner@sbctc.edu



2024 SUPPLEMENTAL CAPITAL BUDGET REQUEST

JANUARY 8, 2024

Investing in College Campuses and Climate Recovery

Our community and technical college system’s \$122 million supplemental request targets emergency repairs at Bellingham Technical College, reducing greenhouse gas emissions, and funding two priority capital projects.

Energy-performance standards

According to the Washington State Department of Commerce, buildings are the most rapidly growing source of greenhouse gas emissions in Washington state. The building sector is the state’s second largest carbon polluter behind transportation, and accounts for 27% of statewide emissions. Investing in building energy efficiency is the most cost-effective way to significantly reduce building sector emissions.¹

With full funding of this request, our colleges would:

- Install energy submeters in individual buildings to ensure compliance with energy performance standards established under the 2019 Clean Buildings Act (HB 1257) and then expanded in 2022 (SB 5722). Fast action is required to meet the first mandatory compliance date of June 1, 2026.
- Develop decarbonization plans for campuses with centralized heating and cooling plants. Decarbonization plans for campuses with centralized energy systems serving at least five buildings and more than 100,000 square feet of building space are required under HB 1390, which sets a due date

of June 30, 2024 for planning to begin, and June 30, 2025 for plans to be submitted to the Department of Commerce for review and approval.

- Tune up and optimize inefficient building systems through a “retro-commissioning” grant program. The grant program would be created through this request and administered by the State Board for Community and Technical Colleges.

These investments would equip colleges to meet state energy performance standards for buildings, reduce greenhouse gas emissions, improve operational efficiencies, and avoid significant penalties, thereby preserving funding for instruction and student services.

Priority design and construction projects

Our college system’s 2024 budget request also seeks funding for repairs to the Bellingham Technical College Campus Center Building and for two major capital projects not funded in the biennial budget: the Center for Vocational and Transitional Studies at Lower Columbia College in Longview, and the Performing Arts Building replacement at Columbia Basin College in Pasco. Funding these requests would serve students while reducing a backlog of capital projects needed across Washington’s 34 community and technical colleges.

Source: 1. Department of Commerce website Sept. 2, 2023: <https://www.commerce.wa.gov/growing-the-economy/energy/buildings/clean-buildings-standards/>

Priority	College	Project	Phase	Request	Cumulative
1	Bellingham TC	Campus Center Emergency Repairs*	Design & Construct	\$ 19,384,000	\$ 19,384,000
2	Statewide	CBPS SBCTC Statewide Utility Submeters for Clean Buildings Act	Design & Construct	\$ 8,544,000	\$ 27,928,000
3	Statewide	HB 1390 - Decarbonization Planning	Planning	\$ 724,000	\$ 28,652,000
4	Statewide	CTC Energy Efficiency Program	Grant program	\$ 2,000,000	\$ 30,652,000
5	Lower Columbia	Center for Vocational and Transitional Studies	Construction	\$ 43,704,000	\$ 74,356,000
6	Columbia Basin	Performing Arts Building Replacement	Design & Construct	\$ 47,876,000	\$ 122,232,000

College	Project	Authority
Renton	Building J Renovation	\$ 2,000,000

* Includes \$5.3 million from reallocated project savings requiring legislative authorization.



CONTACT INFORMATION

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2024 SUPPLEMENTAL OPERATING BUDGET

January 8, 2024



Our community and technical college system's 2024 supplemental budget request focuses on preparing more Washington residents to fill jobs in the fast-growing computer science and clean energy industries.

Strengthening the Computer Science Workforce (\$9 million)

Our college system proposes to create at least 15 more Bachelor of Science in Computer Science programs as authorized by the Legislature in 2021 (SB 5401). The demand for high-tech workers in Washington is high. Our state ranks first in the nation for the concentration of tech workers relative to the overall employment base: Nearly one in 10 workers (9.4%) in Washington is employed in the tech industry. High tech careers pay well: The median annual salary for people employed in tech occupations in Washington is \$130,000.¹

Despite this good news, local employers looking for tech talent continue to encounter a skills shortage. Additionally, access to high-paying jobs is not equitably distributed; Black, Hispanic, and women workers are under-represented in Washington's high tech industry.²

Expanding access to computer science bachelor's degrees would help fill skill gaps for Washington employers and provide community and technical college students — half of whom are students of color — access to these in-demand degrees within their local communities.

Expanding climate solutions curriculum (\$950,000)

Climate change is a health issue, an economic issue, and an equity issue that affects every community. Green jobs in Washington state are growing exponentially and require new skill sets and competencies, along with a thoughtful redesign of existing programs to be more accessible and responsive to changing employer and community needs.

A legislative investment would support the integration of climate education and training into professional-technical programs across Washington community and technical colleges, including developing new curricula and workforce training partnerships with Tribes. The training prepares students for well-paying jobs in the green economy, gives them skills to create equitable community-based solutions, and ultimately helps reduce greenhouse gas emissions and the impacts of climate change.

The Legislature provided one-time funding for climate solutions curriculum in the 2022 supplemental operating budget, which engaged approximately 500 faculty in developing hundreds of new curricular modules to teach critical skills and competencies for the green economy and climate solutions. This investment would enable colleges to continue this important work.

Sources: 1) [CompTIA. \(2023\). State of the Tech Workforce. Downers Grove, IL: CompTIA](#) 2) [Ibid](#)

REGULAR ITEM

February 1, 2024

Tab 8

Update on the 2024 Legislative Session

Brief Description

The board will review the system 2024 legislative priorities and receive an update on system legislative activity.

How does this item link to the State Board's Strategic Plan?

The system operating and capital budget requests are essential in providing for student success at all 34 of Washington's community and technical colleges:

- **Goal 3, Agile, Career Relevant Learning:** Provide flexible career-training options that are responsive to the needs of businesses and industries, offer Washingtonians access to well-paying jobs and career mobility, and lead to a more resilient and diverse workforce.
- **Advocacy:** To accomplish the college system legislative goals, State Board members, staff, and system leaders are engaged with the legislature and policy makers to support colleges in promoting student success.

Background information and analysis

The primary focus entering the 2024 legislative session is sustainable supplemental operating and capital budget requests for the college system.

Our community and technical colleges are uniquely positioned to build a healthy and inclusive economy. By 2026, Washington employers are expected to create 373,000 net new jobs, 70% of which will likely require or be filled by employees with a postsecondary credential – such as a degree, apprenticeship, or certificate. Our colleges train students of all ages and backgrounds for real-time job opportunities and upskill workers for businesses. Our 2024 operating budget request will help Washingtonians in local communities find opportunities in computer science and support the integration of climate education and training into professional-technical programs across Washington community and technical colleges.

The 2024 supplemental capital request seeks to begin the important work of equipping our community and technical college infrastructure with needed monitoring to meet state energy performance standards and reduce greenhouse gas emissions. The projects will create healthy and safe facilities where people of ages and backgrounds can learn skills for a tight and changing job market.

Operating Budget Priorities:

- **Strengthening the Computer Science Workforce**
 - Our college system proposes to create at least 15 more Bachelor of Science in Computer Science programs as authorized by the Legislature in 2021 (SB 5401). With sufficient funding, these programs would help our state meet existing and

emerging needs in the tech industry while expanding access to well-paying computer science careers for diverse community and technical college students.

- **Expanding Climate Solutions Curriculum**

- Climate change is a health issue, an economic issue, and an equity issue that affects every community. Green jobs in Washington state are growing exponentially and require new skill sets and competencies, along with a thoughtful redesign of existing programs to be more accessible and responsive to changing employer and community needs.

Capital Budget Request:

- For the 2024 supplemental capital budget, our system requests \$102 million in capital investments to maintain and modernize our aging campuses and ensure we provide effective teaching and learning environments for the next generation of students. The capital list leads off with \$11 million to invest in building energy efficiency and decarbonization planning.
- The supplemental capital request also asks the legislature to support major construction projects at Lower Columbia College and Columbia Basin College.

Other possible issues in 2024:

- Mental health supports for students
- Pell Grant accessibility for justice involved students
- Support for student basic needs
 - Addressing food and housing insecurity
- Financial aid
 - Washington College Grant expansion
- Dual credit
 - Running Start and College in the High School

Recommendation/preferred result

The State Board is asked to provide feedback on legislative issues.

Policy Manual Change Yes No

Prepared by: Arlen Harris, legislative director
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REGULAR ITEM

February 1, 2024

Tab 9

Washington Equity in Leadership Systems (WELS) Institute Update

Brief Description

Our system's Leadership Development Program has been rebranded as the Washington Equity in Leadership Systems (WELS) Institute. The purpose of this effort is to develop Washington educators to lead with racial equity in support of the Board's stated vision to advance racial, social, and economic justice. Using principles of adaptive leadership and technical competencies, the WELS Institute aims to develop the knowledge, skills, and abilities of its participants to remove barriers to workforce-ready students.

How does this item link to the State Board's Strategic Plan?

This initiative directly supports the Board's stated vision for leading with racial equity.

Background information and analysis

The WELS Institute is a comprehensive redesign of the Washington Executive Leadership Academy (WELA). It builds upon the lessons-learned and seeks to create an equitable system for developing leadership for Washington's community and technical college system. A number of interviews were conducted to create WELS. This will be of use to the Diversity and Equity Officers Commission (DEOC) and Equity, Diversity, and Inclusion (EDI) officers to enhance our capability to meaningfully impact matters of equity throughout the system.

Recommendation/preferred result

This is an update briefing.

Policy Manual Change Yes No

Prepared by: Rodric Smith, PhD, director of leadership development
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Tab 9



LEADERSHIP DEVELOPMENT

Dr. Rodric Smith, Director Leadership Development
State Board (1 February 2024)



Overview: Leadership Development

Rebrand	WELS Institute (Washington’s Equity in Leadership Systems)
Evolution	1. Keeps cohort model; 2. Centers “Leading with racial equity”; 3. Builds upon efforts at colleges
Mission + Values	Mission: To develop inclusive leaders of character who enact adaptive solutions that advance racial, social, and economic justice Values: Integrity, Compassion, Innovation
Frameworks	Multiple (e.g. Adaptive Leadership, Systems-Thinking, Transformative Learning)
Philosophy	1. Organizations, Colleges, Educators, Students have roles in Leadership Development 2. Address perception first (adaptive competencies) then behaviors (technical competencies)
End State	Participants will be able to: 1. Describe self-to-group dynamics when BIPOC social identities are centered; 2. Describe a mental model of their leadership identity; 3. Describe an action plan to address an adaptive challenge to advance the SBCTC Vision at their colleges
Pilot	Seattle Colleges (tentative); SBCTC Agency



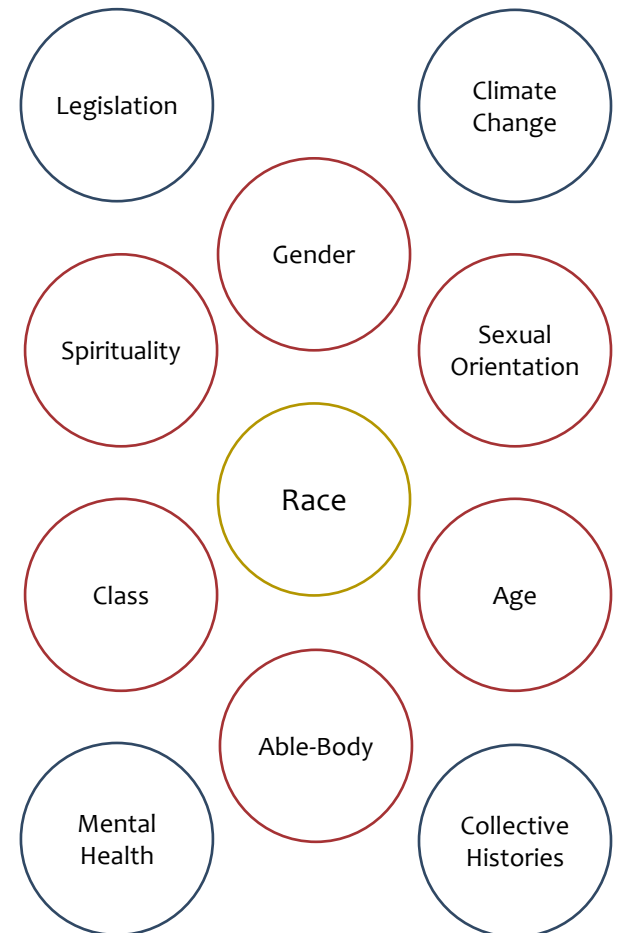
WELS Institute

- Washington's Equity in Leadership Systems (WELS)
 - As an institute, acknowledges everyone plays a role
- Replaces WELA
 - Addresses feedback on race in leadership development
 - Builds upon cohort model



About the Work

Leadership	Problem Solving Activity Begins, ends with “leading with racial equity”
Race	Entry to intersectionality of social identities
National Narratives	Examines how national discourse and perspectives on developing leaders to advance racial equity show up in this system
Framing Theories	<p>Love, Power, Justice</p> <p>Adult Development Theories (e.g. Group Relations) Leadership Theories (e.g. Adaptive Leadership) Ethical Theories (e.g. Care, Virtue, Duty) Transformative Learning/Research (Race, Gender, Queer)</p>



Leadership Development

Vision

Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities

Mission

To develop inclusive leaders of character who enact adaptive solutions that advance racial, social, and economic justice

Values

Integrity – Compassion – Innovation

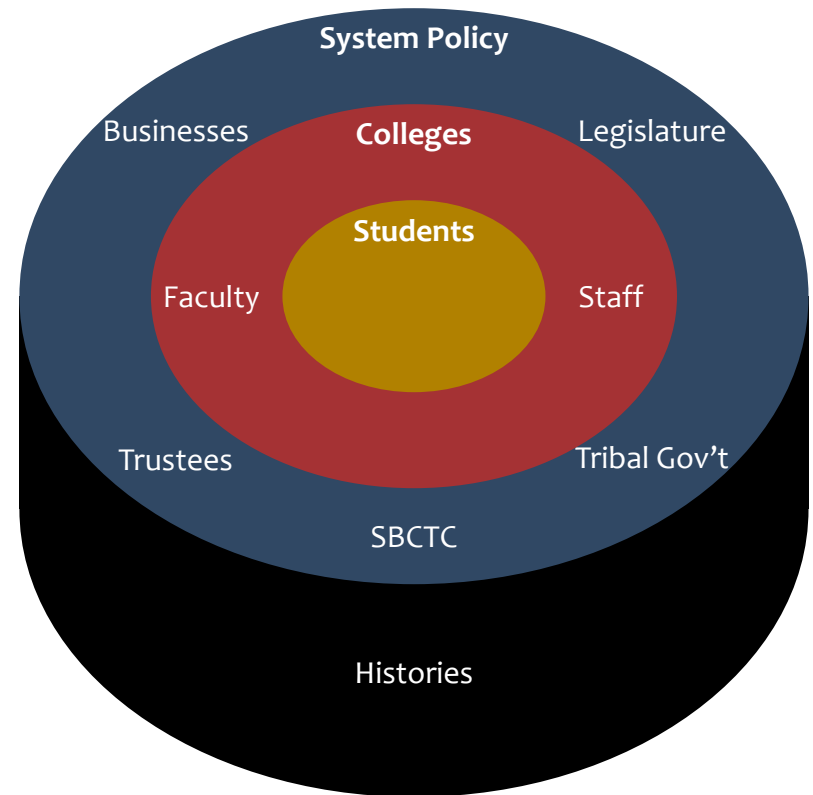


Leadership Development Strategy



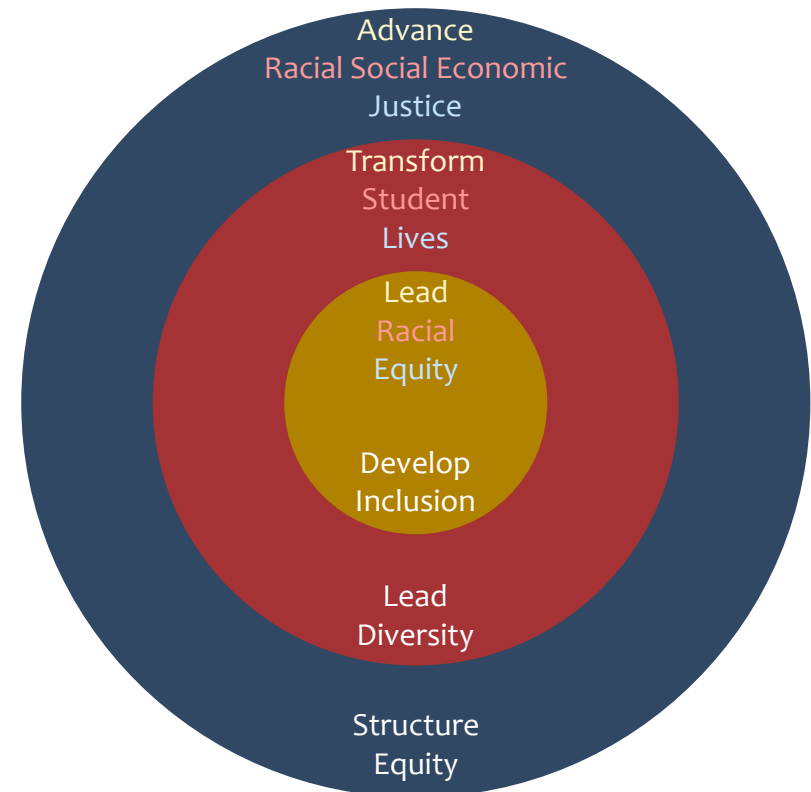
Systems View of Leadership Development

- Open Systems-Thinking
 - Where does the Vision advance, stop?
- Group Relations Theory
 - Observe dynamics of advancement and impedance of the Vision
- Adaptive Leadership
 - Mobilize groups and persons to shift values to move towards Vision
- Technical Skills
 - Hard skills of leadership to advance vision, influence, care, and commitment
- Transformative Pedagogy
 - Design and track learner's development of worldview and changes in social policy, procedures, practices



Centering Leading with Racial Equity

- **Organization**
 - Processes advance justice
 - Offers practice opportunities
- **Student**
 - Processes transform lives
 - Meaningfully engage others
- **Educator**
 - Processes lead racial equity
 - Own development journey





General Learning Objectives

	Adaptive	Technical	End State
Ethics	Adapt ethical theories to authentic leadership	Apply technical skill to Structure Equity	Participants will be able to: <ol style="list-style-type: none"> 1. Describe self-to-group dynamics when racial identities are centered 2. Describe a mental model of their leadership identity 3. Describe an action plan to address an adaptive challenge to advance racial, social, and economic justice at their colleges
Leadership	Adapt leadership theories to authentic leadership	Apply technical skill to Lead Diversity	
Development	Adapt development theories to authentic leadership	Apply technical skill to Develop Inclusion	



Pilot Leadership Development Course

Who	Seattle Colleges + SBCTC Agency
What	<p>Selection Criteria</p> <p>Transformative Pedagogy in Online Format (12 sessions over 4 & 12 weeks)</p> <p>Transformative Assessment Strategy</p>
When	June to August
Where	Online



Suggested Selection Criteria

(These are your Authorized Changemakers to solve your toughest challenges regarding the SBCTC Vision)

Criteria	1 Below Avg	2 Average	3 Above Avg	4 Excellent	Open Remarks
Experience: Actively working to advance racial, social, economic justice					
Authority: Has decision-making responsibility to change structures to advance racial, social, economic justice					
Type of Learner: Reflective Learner, Action Learner, Reflection in Action					
Personality: Open to Experience; Agreeable; <i>Genuinely wants this experience</i>					
Leadership: Shows tenets of transformational leadership					
Tentative Timeline: Course Start: Mid-October Participants notified of selection by SBCTC Director of Leadership Development: August Participant Selection sent to SBCTC Director of Leadership Development: Late July Selection Process at Colleges: June to July Notification to begin selection process: Late May					



What This Looks Like (Draft)

What	Description	When	Time (in hours)
Introduction	Meet instructor; review syllabus	Early Fall Quarter	1
Lead Self as System	Adaptive skills at personal level	Mid Fall Quarter	9 (3 hrs/day for 3 consecutive days)
Lead Team as System	Adaptive skills at team level	Mid Winter Quarter	9 (3 hrs/day for 3 consecutive days)
Lead Organization System	Technical skills at org level	Mid Spring Quarter	9 (3 hrs/day for 3 consecutive days)
Coaching	Coaching on Action Plan	In between sessions	1.5 (total)
Mentoring	Mentoring on Action Plan	Throughout program	As needed
Regional Meetings	Meet regional colleagues	In between sessions	As needed
Presentation & Closing*	Present action plans to President	Mid-May	8

*In-Person Event

Next Steps

- Offer selection criteria to colleges
 - Select changemakers to enter SBCTC Executive Program
- Publish Leadership Development Instruction
 - Create system synergy for leadership development
- Establish credentialing process for transferable skills
 - i.e. Badge, Micro-credential, Certificate



Overview: Leadership Development

Rebrand	WELS Institute (Washington’s Equity in Leadership Systems)
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Pilot	Seattle Colleges; SBCTC Agency



**COMMUNITY AND
TECHNICAL COLLEGES**
Washington State Board



Questions

REGULAR ITEM

February 1, 2024

Tab 10

FAFSA Update

The Free Application for Federal Student Aid (FAFSA) opened on December 30, 2023.

The Federal Student Aid soft launched the FAFSA in mid-December 2023, providing windows of time for students to begin completing their financial aid applications. In January, the application was fully launched and has had some issues with consistency and availability of the application, as well as technical errors in the aid calculations.

How does this item link to the State Board's Strategic Plan?

This item is consistent with the "equitable student success" focus area of the State Board's updated 2020-2030 Strategic Action Plan.

Background information and analysis

The FAFSA Simplification has caused a significant delay of the financial aid application opening. Which has impacted the entire higher education sector in Washington state and across the nation. This delay has the potential to impact student enrollment due to delayed financial aid processing, Reducing the amount of time students will have to determine their postsecondary plans. The launch of the application has had numerous issues and has caused concern at a national level among elected officials.

Application Launch Issues

- Technical glitches, blocking access to the application.
- Missing critical adjustments to the formula for inflation – which will impact aid eligibility for students.

Student Impacts

The application has had significant variance in user experience.

- For some first time FAFSA filers, doing the FAFSA has been smooth, and taken less than an hour to complete.
- Some first-time filers have not been able to get into the application, waiting for long periods of time, and unable to even start the process.
- For some returning students have been able to complete their FAFSA in less than 30 minutes.

College Impacts:

While students have begun utilizing the updated application, financial aid offices will not begin processing financial aid awards, until at the very earliest, late January. It is not anticipated that colleges will begin processing and packaging financial aid awards in late winter or early spring. Financial aid staff have been monitoring updates and attending trainings to prepare for the adjusted process for packaging financial aid awards to students. As they prepare for applications financial aid teams are identifying strategies to maintain manageable workloads, establish processes, and hold time for award processing.

Recommendation/preferred result

State Board members will hear about the current status of the FAFSA opening and the potential impacts to the community and technical colleges.

Policy Manual Change Yes No

Prepared by: Yokiko Hayashi-Saguil, student services policy associate
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Tab 10



FAFSA UPDATE

State Board Meeting

Yokiko Hayashi-Saguil, Student Services Policy Associate

February 1, 2024

FAFSA UPDATE



Soft Launch began December 30,
2023



Varied experiences from users



Calculation errors and staff
concerns



Preparation for packaging is
underway in financial aid offices.

QUESTIONS?

Yokiko Hayashi-Saguil
Student Services Policy Associate
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REGULAR ITEM (24-02-11)

February 1, 2024

Tab 11

Consideration of 2024-25 Tuition and Fees Schedule

Brief Description

The State Board has responsibility for adopting tuition and fees (operating fees, building fees, and the maximum allowable student activity fees) for the community and technical colleges, as well as the tuition for upper division courses in the system's applied baccalaureate programs. The legislative tuition policy stems from the College Affordability Program of 2015, which allows for resident tuition to increase by an inflation factor linked to median wages in Washington.

How does this item link to the State Board's Strategic Plan?

Maintaining affordable tuition and fee rates is key to student access. Tuition is also an important component of quality instruction as the state budget continues to rely on tuition revenue to support a share of operations.

Background information and analysis

Since 2017-18, the tuition policy has been tied to an inflationary formula based on median hourly wage increases and has increased by an average of 2.75% over the last three years. Students and their families have benefited from the modest and predictable tuition increases brought about by this policy. Specifically, as required by [RCW 28B.15.067\(2\)](#), tuition operating fees for resident undergraduates may increase by no more than the average annual percentage growth rate in the median hourly wage for Washington for the previous fourteen years, as determined by the federal Bureau of Labor Statistics (BLS).

In 2023, Legislature passed [SB 5079](#), which will provide a full year of lead time on the rate of tuition increase. Under the new law, the Office of Financial Management (OFM) must provide the maximum annual increase in tuition operating fees for resident undergraduate students at public institutions of higher education by October 1st of each year for the following academic year.

Based on the May 2022 data released by BLS, the percentage growth rate in the median hourly wage for Washington for the previous fourteen years is 3%. Therefore, as documented by OFM on September 29, 2023, tuition operating fees for the public community and technical colleges and the public four-year institutions may increase by no more than 3% in the 2024-25 academic year. For illustrative purposes, a full-time, resident, lower division student taking 15 credits per quarter, would pay an additional \$49.80 per quarter, \$149.40 per year (tuition and fees) with a 3% tuition operating fee increase.

Presidents and State Board staff recommend the State Board continue the policy of increasing resident and non-resident tuition operating fees by the percentage legislature allows. While the State Board is rightly cautious about any increases in tuition, this modest, predictable increase is

significantly lower than inflation and planned wage increases next year.

Recommendation/preferred result

Adopt Resolution 24-02-11, establishing the 2024-25 tuition and fees schedules for resident and non-resident, upper and lower division students.

Policy Manual Change Yes No

Prepared by: Stephanie Winner, operating budget director
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**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-02-11**

A resolution relating to 2024-25 Tuition and Fees.

WHEREAS, RCW 28B.15.067 grants the State Board authority to set tuition and fees for non-resident students to the State Board for Community and Technical Colleges; and

WHEREAS, in 2023, legislature authorized resident undergraduate tuition increases in 2024-25 up to 3.0 percent consistent with the formula in the College Affordability Program passed in 2015; and

WHEREAS, the State Board has the authority to adopt resident tuition up to the amount set by the legislature through the College Affordability Program; and

WHEREAS, for the 2023-24 academic year, the State Board increased resident, lower- and upper-division (applied baccalaureate degree programs) tuition by 3%; and

WHEREAS, 2024-25 building fee rates for lower- and upper-division tuition are required to be increased by the Seattle CPI inflation factor.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges:

- Adopts the community college lower division course tuition and fee schedule and rates for 2024-25 as set forth in Attachment A – FY 2024-25 Lower Division Tuition Schedule; and
- Adopts the community college upper division course tuition and fee schedule and rates for 2024-25 as set forth in Attachment A – FY 2024-25 Upper Division Tuition Schedule; and
- Requires the deposit of 2% of operating fee revenues into the Community and Technical College Innovation Fund.

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board’s Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on February 1, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

WASHINGTON STATE COMMUNITY COLLEGE TUITION AND FEE RATES

RESIDENT STUDENTS

Op Fee Increase by 3%

Lower Division Tuition

Upper Division Tuition

2023-24 2024-25 Change

2023-24 2024-25 Change

	<i>Assumes 15 Credits per Quarter</i>		<i>Change in Rate</i>
ANNUAL FEES			
Operating Fee	\$3,633.15	\$3,742.05	\$108.90
Building Fee	\$497.85	\$522.60	\$24.75
Maximum S & A Fee	\$491.70	\$507.45	\$15.75
Total Tuition and Fees	\$4,622.70	\$4,772.10	\$149.40

	<i>Assumes 15 Credits per Quarter</i>		<i>Change in Rate</i>
ANNUAL FEES			
Operating Fee	\$6,398.40	\$6,590.40	\$192.00
Building Fee	\$497.85	\$522.60	\$24.75
Maximum S & A Fee	\$491.70	\$507.45	\$15.75
Total Tuition and Fees	\$7,387.95	\$7,620.45	\$232.50

	<i>Assumes 15 Credits per Quarter</i>		<i>Change in Rate</i>
QUARTERLY FEES			
Operating Fee	\$1,211.05	\$1,247.35	\$36.30
Building Fee	\$165.95	\$174.20	\$8.25
Maximum S & A Fee	\$163.90	\$169.15	\$5.25
Total Tuition and Fees	\$1,540.90	\$1,590.70	\$49.80

	<i>Assumes 15 Credits per Quarter</i>		<i>Change in Rate</i>
QUARTERLY FEES			
Operating Fee	\$2,132.80	\$2,196.80	\$64.00
Building Fee	\$165.95	\$174.20	\$8.25
Maximum S & A Fee	\$163.90	\$169.15	\$5.25
Total Tuition and Fees	\$2,462.65	\$2,540.15	\$77.50

NON-RESIDENT STUDENTS

Op Fee Increase by 3%

Lower Division Tuition

Upper Division Tuition

2023-24 2024-25 Change

2023-24 2024-25 Change

	<i>Assumes 15 Credits per Quarter</i>		<i>Change in Rate</i>
ANNUAL FEES			
Operating Fee	\$9,049.35	\$9,320.70	\$271.35
Building Fee	\$1,031.85	\$1,083.15	\$51.30
Maximum S & A Fee	\$491.70	\$507.45	\$15.75
Total Tuition and Fees	\$10,572.90	\$10,911.30	\$338.40

	<i>Assumes 15 Credits per Quarter</i>		<i>Change in Rate</i>
ANNUAL FEES			
Operating Fee	\$18,916.20	\$19,483.80	\$567.60
Building Fee	\$1,031.85	\$1,083.15	\$51.30
Maximum S & A Fee	\$491.70	\$507.45	\$15.75
Total Tuition and Fees	\$20,439.75	\$21,074.40	\$634.65

	<i>Assumes 15 Credits per Quarter</i>		<i>Change in Rate</i>
QUARTERLY FEES			
Operating Fee	\$3,016.45	\$3,106.90	\$90.45
Building Fee	\$343.95	\$361.05	\$17.10
Maximum S & A Fee	\$163.90	\$169.15	\$5.25
Total Tuition and Fees	\$3,524.30	\$3,637.10	\$112.80

	<i>Assumes 15 Credits per Quarter</i>		<i>Change in Rate</i>
QUARTERLY FEES			
Operating Fee	\$6,305.40	\$6,494.60	\$189.20
Building Fee	\$343.95	\$361.05	\$17.10
Maximum S & A Fee	\$163.90	\$169.15	\$5.25
Total Tuition and Fees	\$6,813.25	\$7,024.80	\$211.55